BI-ENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF FLORIDA

For the Two Years Ending June 30, 1906

Wm. M. HOLLOWAY

Superintendent of Public Instruction

CAPITAL PUB. CO, STATE PRINTER

TALLAHASSEE, FLORIDA

REGISTER OF STATE SUPERINTENDENTS.

	Term Began.
C. Thurston Chase	August 1868
Rev. Chas. Beecher	March 18, 1871
Jonathan C. Gibbs (colored)	January 23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent..	August 17, 1874
Rev. William Watkin Hicks.....	March 1, 1875
William P. Haisley.....	January 6, 1877
Eleazer K. Foster.....	January 31, 1881
Albert J. Russell.....	February 21, 1884
Wm. N. Sheats.....	January 3, 1893
Wm. M. Holloway	January 3, 1905

STATE BOARD OF EDUCATION.

Ex-Officio.

N. B. Broward, President	Governor
H. Clay Crawford.....	Secretary of State
W. V. Knott.....	State Treasurer
W. H. Ellis.....	Attorney-General
Wm. M. Holloway, Secretary	State Superintendent Public Instruction.

STATE OF FLORIDA,

DEPARTMENT OF PUBLIC INSTRUCTION.

Capitol, Tallahassee.

Wm. M. Holloway.....	State Superintendent
M. C. McIntosh.....	Chief Clerk
Miss Clem Hampton.....	Assistant Chief Clerk
Miss E. Maude Marion...	Typewriter and Stenographer

LETTER OF TRANSMITTAL.

Department of Public Instruction,
Tallahassee, Fla., July 1, 1906.

To His Excellency, N. B. Broward, Governor of Florida:

Sir:—In compliance with Section 27, Article IV., of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years beginning July 1, 1904, and ending June 30, 1906.

Yours very truly,

WM. M. HOLLOWAY,
State Superintendent Public Instruction.

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CHAPTER I.

COMPARATIVE STATISTICS WITH OBSERVATIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

With a view of indicating in a concise form the progress which has been made during the bi-ennium embraced in this report, a table of comparative statistics is herewith presented. While a review of this table of statistics will show that marked advancement has been made along certain lines, yet the thoughtful student of education knows that in comparison with what should be done, very little has been accomplished so far as the proper education of the masses is concerned.

	1904	1906.	Difference.
Assessed valuation of property in the State	$111,333,735.00	$130,892,459.00	$19,558,724.00
Total expenditures for schools	945,047.92	1,221,427.22	276,379.30
Total salaries paid teachers	675,146.43	835,664.07	160,517.64
Value of total school property	1,290,052.00	1,651,334.00	361,282.00
Average monthly salary of teachers	38.49	39.56	1.07
Per cap. cost per pupil in daily attendance	11.30	13.75	2.45
Average salary of county superintendents	760.95	839.21	78.26
Net indebtedness	207,752.19	165,738.18	42,014.01

	1904.	1906.	Differ'ce.
Total enrollment of pupils	122,636	130,465	7,829
Average daily attendance	83,631	88,825	5,194
Total number special tax districts	374	416	42
Number of rural graded schools	43	41	2
Number junior high schools	47	65	18
Number Senior high schools	26	41	15

RATE OF MILLAGE ASSESSED.

One county assesses eight mills, twelve counties assess seven mills, thirteen counties assess six mills, seventeen counties assess from five to five and one-half mills, one county assesses four mills, one county assesses three and three-fourths mills, and one county assesses three mills.

AVERAGE ANNUAL WAGES PAID.

For convict labor	$207.70
For free labor, including only the ordinary trades and occupations	480.50
For school teaching	209.67

INCREASE IN THE VALUATION OF PROPERTY.

It will be observed that in two years the increase in the valuation of the property of the State is $19,558,724.00, making the total valuation of property $130,892,459.00.

It is probable, however, that an assessment made on a basis representing anything like the real valuation of property would show a valuation of $500,000,000.00. If such an assessment were made and a levy of seven mills, the constitutional maximum, insisted upon by the county boards of public instruction, it can readily be seen that there would be no scarcity of school funds.

It may be that this condition of things will never be realized, but by the energy, perseverance and watchfulness of the county superintendents and the boards of public instruction, great good can be accomplished looking to the securing of more school funds along the line of a juster and more equitable valuation of property.

RATE OF MILLAGE ASSESSED BY THE COUNTIES.

The resolution adopted by the Legislature of 1903, proposing an amendment to the Constitution fixing the maximum rate of millage to be assessed in each county for

school purposes at seven instead of five mills, was the only amendment ratified by the people at the general election in November, 1904. The fact is, this amendment is the only one which has received the approval of the people in several years. Notwithstanding this unqualified endorsement by the people, some of the boards of county commissioners, in whose hands, according to the opinion of the attorney general, this levy is placed, are so fearful of the criticism of some of the so-called watch dogs of the treasury in their counties that they are willing to allow the school interests to lag behind that of other counties, and to thus render educational conditions in their counties almost intolerable. I am not aware of a single instance where the county boards of public instruction have not asked for a rate that was ample to run the schools and to make some improvements, but in some instances, as already stated, their efforts were defeated by the boards of county commissioners refusing to make the levy requested. If these officials are to continue to thus hinder the progress of education in their counties, I do not hesitate to say that I am in favor of taking this power away from them and placing it absolutely in the hands of the boards of public instruction who, in every instance, are as capable and conscientious as the boards of county commissioners.

SCARCITY OF TEACHERS.

One of the greatest hindrances to educational progress at the present time is the scarcity, not only of professionally trained teachers, but of teachers of any kind. The solution of this most serious problem which now confronts the county boards of public instruction, will require the thought, efforts and energy of the wisest and best friends of education.

By reference to the table of comparative statistics given at the beginning of this chapter, it will be found that the average monthly salary of teachers for the school year 1905-1906 was only $39.56, or an average annual salary of only $209.67. It will be found, by further review of these statistics, that the average wages paid for convict labor is $207.70, and the average wages paid free labor, includ-

ing only the ordinary trades and occupations, is $180.50. Is it any wonder, therefore, that the ambitious young men and young women of the country are refusing to enter the profession of teaching when they see no adequate compensation is being rendered for such services?

PER DIEM OF SCHOOL BOARDS SHOULD BE INCREASED.

Measured by the efficiency of the services rendered by most of the county boards of public instruction, and by real sacrifices made by them to render such services, it is probable that the members of the boards of public instruction are the most poorly paid of any class of public servants. It is a fact that many a day's absence from one's business while in attendance upon the session of the board of public instruction, and for which the member receives only $2.00 per day, is at a sacrifice of even $25.00. In order to properly compensate the members of the boards of public instruction for faithful and efficient services, and to induce the best men to give their time and services to the cause of education, I am of the opinion that a per diem of $3.00 would be just and proper.

OUR STATE NORMAL GRADUATES.

Since I have been State Superintendent of Public Instruction I have put forth every possible effort to advance the standard of the scholarship of teachers. This statement has been proven by my rigid enforcement of the uniform examination law, by the character of examination questions which I have prepared for teachers, and by my strict adherence to and enforcement of the regulation of the State Board of Education requiring principals of Senior High Schools to be the holders of State certificates. But these things have had to do mostly with the scholastic attainments of teachers and can not, from the nature of the case, deal to any great extent with the professional side of one's education. In order to encourage as far as possible those who in good faith seek to become professional teachers, I am willing to extend certain

recognition to the graduates of our State Normal Schools. In equipping our public schools, it becomes more and more apparent that one of the foremost needs is a greater number of professionally trained teachers. By this I mean teachers who must possess, first of all, moral character; second, tact and skill in teaching; and, third, professional and academic training. I claim that these necessary qualifications can best be secured by passing through a complete course in a State Normal School. We must also make of teaching a more honored profession in order to get the best results. It would take twenty years for the State to supply all of its public schools with professionally trained teachers, but no reason exists why we should not make a more determined effort to supply as many of our schools as we can from year to year. There is no question but that the State Normal Schools must set the standard for teachers, and, of course, methods of teaching. This standard must embrace the best that can be had in academic and professional work. The length of time a student should remain in a Normal school depends upon conditions. One possessing necessary qualifications, of a reasonable degree of maturity, with a thorough Grammar school education, might for the present be given a two years' professional course of study in one of our State Normal schools. Upon the completion of such a course, the young man or young woman should be awarded a diploma entitling him or her to teach in the public schools of the State for three years without having to undergo county examinations.

To obtain a diploma entitling the holder to a principalship of a Grammar school, the student should be required to take a four years' course of academic and professional work in a State Normal. This diploma might be valid for three to five years, after which the holder should take examination for a life certificate. I desire to say that so far as I know, no other state requires its Normal school graduates to go back to their home counties and take examinations for certificates to teach. The diploma of the accredited Normal school is of much greater value.

I am further convinced that the State should make provision for scholarships from every county for at least a period of years. The people could not make a more profitable investment because in a few years they would reap rich returns in good work that would follow in the school rooms. Assurance of its continuance for five years

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might be secured by requiring the scholarship teachers to refund the cost of his or her education if the school room were abandoned before the expiration of that time.

TEACHERS' SUMMER TRAINING SCHOOLS.

Chapter 5384, known as the Buckman Law, makes provision for only three Teachers' Summer Training Schools. One of these is to be held in and at the University of the State of Florida, located at Gainesville; one at the Florida Female College, located at Tallahassee, and the other at the Colored Normal School, which is also located at Tallahassee. In order for these schools to accomplish the good they were intended to accomplish, and to justify the annual expenditure of money appropriated by the Legislature for their maintenance, each of them should be run for a period of not less than eight weeks, and their faculties should be composed of the best teaching talent in the State or elsewhere. With the appropriation of $2,500.00, the amount set apart by the last Legislature, it was found impossible to do this and employ the class of instructors needed to do the work required. It is imperatively necessary for the Legislature to appropriate at least $4,000.00 annually for the maintenance of these schools. I respectfully recommend, therefore, that the amount named be appropriated and that such an appropriation be made as early in the session as possible in order that the schools may open up in the early part of the summer, and that they may be sufficiently advertised before opening, to induce a large attendance upon them.

STATE AID TO PUBLIC SCHOOLS.

Among the most beneficial measures ever passed by any Legislature of Florida are the acts appropriating money to the public schools of the State that measure up to certain required standards. Chapter 5382, Acts of 1905, a substitute for Chapter 5206, passed by the Legislature of 1903, appropriates annually $50,000.00 for the maintenance of Rural Graded, Junior and Senior High Schools. Provision is made for such schools to receive $200.00,

$360.00, and $600.00, according to the grade. The regulations of the State Board of Education are sufficiently strict as to require high standards of work in order to be eilgible for State aid under this act. The number of schools measuring up to the requirements for the school year 1905-1906 was so great that the amount of $50,000.00, as appropriated, was insufficient to meet the demands, and the State Board of Education was forced to prorate the same on a basis of 87 per cent.

It has been the desire of the State Department of Education to see at least one High school established in each county of the State, and while this hope has not yet been fully realized, it is encouraging to note the general raising of standards in the various schools throughout the State. There were operated during the last scholastic year forty-one Rural Graded school, sixty-five Junior High Schools and forty-one Senior High schools.

Chapter 5381, Acts 1905, appropriates $50,000.00 annually, to continue for a period of two months any school making an average attenadnce of 80 per cent. of the total enrollment for the regular term, provided such school has not received aid under Chapter 5382. Last year was the initial year of this chapter. Notwithstanding this fact, there were two hundred and ninety (290) schools, or more than 10 per cent. of all the public schools in the State, that received aid thereunder. This chapter reaches the masses of the people, and the smallest rural school may receive a sum of money sufficient to continue the same for two months beyond the regular term provided by the county, if sufficient interest prevails to make an average attendance of 80 per cent. for the term.

Judging from the number of applications now on file in the office of the State Superintendent of Public Instruction, it is probable that the fund for the present year will be inadequate to meet the demands upon the same.

Under the provisions of Chapter 5383, the Legislature of 1905 generously appropriated $25,000.00 to be apportioned to the various counties of the State on a basis of their property valuation. This money is used for the purpose of continuing for a period of one month such schools as are unable to meet the requirements of either of the other two chapters.

These State aid acts have proven a wonderful stimulus to all grades of schools throughout the State, and the in-

crease of several thousand in the average attendance over that of the preceeding year at once attests the wisdom of such appropriations upon the part of the Legislature. Under the circumstances, therefore, I do not hesitate to recommend that the Legislature be as liberal as possible in its policy towards the public schools, especially along the lines mentioned.

NOT NECESSARY TO MAKE FURTHER RECOMMENDATIONS NOW.

I shall call a convention of county superintendents and other school officials to be held in the city of Tallahassee, April 17-19, 1907. These school officials, who are at all times in close touch with the people and their educational needs, will, during these three days of earnest conference and careful deliberation, put their views respecting needed school legislation into practical shape by the passage of necessary resolutions. These resolutions will serve as a matter of information and direction to the State Superintendent of Public Instruction, and at the same time may be helpful to the members of the Legislature in a suggestive way.

CHAPTER II.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1904-1905 TABULATED.

The tables in this chapter present the statistical data of the public schools of each county for the school year 1904-1905, beginning July 1st, 1904, and ending June 30th, 1905, and for the sake of brevity, hereafter designated as the school year 1905.

It will be observed that the totals, or statistics of the State, are placed for convenient reference at the head of the tables.

As these tables, in their preparation and compilation, are the result of incessant labor and painstaking care on the part of the County Superintendents and the State Department, it is believed that almost any fact relative to the public schools of each county may be obtained somewhere in this mass of figures, the particular one desired, by consulting the titles and sub-heads of the various tables.

I am aware of the fact that statistics are dry and uninteresting reading, but there is no better way of showing the true status of affairs than by the presentation of statistics which, in this case, by the expense of great labor and care, have been made mathematically correct. I do not hesitate, therefore, to request of each student of educational conditions a careful perusal and study of the facts as presented in these tables.

A comparison of this table with the one of the preceding year will show rapid progress along educational lines, but viewed in comparison with what the most advanced States are doing, and in the light of what is needed to be done in this State in order that the masses may be even approximately educated, Florida has only begun to educate her children.

If a study and review of these tables should lead to a fuller comprehension of the educational problems which at present confront the State, and from the solution of which it cannot escape, then we shall feel partly compensated for the great effort put forth to present a table of accurate statistics.

TABLE I.—Total Population and School Population.

1904-1905 Counties.	Population Estimated from U. S. Census of 1900			School Population (6 to 21) Estimated from School Census of 1900		
	Total	White	Negro	Total	White	Negro
The State	601,221	344,889	256,332	184.886	109,307	75,579
Alachua	33,663	13,863	19,800	10,123	4,015	6,108
Baker	3,908	2,942	966	1,295	1,100	195
Bradford	12,405	9,119	3,286	4,478	3,513	965
Brevard	6,927	5,376	1,551	1,902	1,532	370
Calhoun	5,660	3,410	2,250	1,509	1,040	469
Citrus	7,111	3,630	3,481	1,527	1,104	423
Clay	5,759	3,887	1,872	1,635	1,243	392
Columbia	19,350	8,799	10,551	5,057	2,689	2,368
Dade	7,607	5,278	2,329	2,220	1,525	695
DeSoto	11,563	10,596	967	4,004	3,839	165
Duval	46,288	20,126	26,162	12,626	5,092	7,534
Escambia	31,569	18,268	13,301	8,518	5,115	3,403
Franklin	5,095	2,759	2,336	1,154	689	465
Gadsden	16,257	5,781	10,476	6,001	1,887	4,114
Hamilton	10,312	5,646	4,666	2,860	1,933	927
Hernando	3,957	1,983	1,974	1,231	683	548
Hillsborough	48,328	36,942	11,386	12,519	9,725	2,794
Holmes	8,770	7,323	1,447	3,571	3,153	418
Jackson	26,135	12,395	13,740	7,366	3,937	3,429
Jefferson	19,222	4,243	14,979	7,277	1,489	5,788
LaFayette	5,734	4,857	877	1,520	1,395	125
Lake	7,504	4,853	2,651	2,105	1,458	647
Lee	3,782	3,372	410	1,032	972	60
Leon	19,091	3,730	15,361	7,119	961	6,158
Levy	9,144	5,656	3,488	2,792	1,857	935
Liberty	2,867	1,415	1,452	718	426	292
Madison	16,001	6,777	9,224	5,661	2,203	3,458
Manatee	7,753	6,992	761	2,597	2,354	243
Marion	26,257	10,067	16,190	8,023	3,250	4,773
Monroe	20,376	13,801	6,575	6,325	4,506	1,819
Nassau	10,723	5,069	5,654	3,048	1,671	1,377
Orange	13,648	8,816	4,832	4,663	2,889	1,774
Osceola	3,584	3,136	448	1,407	1,257	150
Pasco	6,090	4,401	1,689	1,723	1,498	225
Polk	16,786	12,817	3,969	5,414	4,373	1,041
Putnam	11,279	5,830	5,449	3,212	1,566	1,646
St. Johns	10,631	6,426	4,205	2,811	1,908	903
Santa Rosa	11,496	8,742	2,754	4,317	3,476	841
Sumter	5,679	3,586	2,093	1,944	1,299	645
Suwannee	17,294	9,492	7,802	6,476	3,243	3,233
Taylor	5,239	4,665	574	1,633	1,455	178
Volusia	11,982	7,797	4,185	3,680	2,405	1,275
Wakulla	5,149	2,587	2,562	1,334	738	596
Walton	11,692	9,141	2,551	4,282	3,474	808
Washington	11,554	8,498	3,056	4,177	3,370	807

TABLE II.—Number of Schools and Average Length of Term in Days.

1904-1905 Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Both	White	Negro
The State	2,391	1,729	662	100	105	91
Alachua	108	68	40	90	102	69
Baker	39	36	3	77	79	53
Bradford	50	38	12	87	90	77
Brevard	49	36	13	100	109	75
Calhoun	34	26	8	89	91	82
Citrus	22	20	2	130	135	80
Clay	30	27	3	104	104	100
Columbia	77	48	29	88	90	83
Dade	30	21	9	139	145	127
DeSoto	58	55	3	104	105	100
Duval	64	34	30	133	138	126
Escambia	67	44	23	120	122	117
Franklin	7	4	3	134	145	120
Gadsden	67	32	35	94	110	77
Hamilton	56	43	13	80	83	68
Hernando	25	19	6	116	127	80
Hillsborough	101	84	17	112	114	100
Holmes	48	46	2	74	73	80
Jackson	105	66	39	82	85	78
Jefferson	59	22	37	92	107	78
LaFayette	43	41	2	78	80	58
Lake	56	42	14	115	123	92
Lee	25	24	1	107	106	140
Leon	71	31	40	106	113	101
Levy	47	36	11	107	113	88
Liberty	16	12	4	85	89	80
Madison	86	52	34	72	91	42
Manatee	46	41	5	101	101	92
Marion	101	58	43	116	124	105
Monroe	12	10	2	115	106	160
Nassau	56	41	15	90	87	98
Orange	53	39	14	116	122	100
Osceola	22	19	3	116	119	100
Pasco	33	28	5	106	110	80
Polk	77	68	9	104	105	102
Putnam	63	40	23	93	101	79
St. Johns	29	22	7	124	124	126
Santa Rosa	70	61	9	79	79	74
Sumter	37	27	10	100	101	100
Suwannee	82	55	27	82	86	75
Taylor	35	33	2	82	81	100
Volusia	56	38	18	120	132	90
Wakulla	30	20	10	98	102	90
Walton	68	58	10	79	78	80
Washington	81	64	17	83	85	78

TABLE III.—(a) Enrollment of Pupils by Race and Sex.
(b) Percentage of School Population (6 to 21) Enrolled.

1904-1905 Counties.	Enrollment.							Per cent Enroll'd		
	Both Races	White	Negro	White Male	Negro Male	White Female	Negro Female	Both	White	Negro
The State	127,460	80,073	47,387	40,705	21,941	39,368	25,446	69	73	63
Alachua .	6,348	3,271	3,077	1,619	1,399	1,652	1,678	63	81	50
Baker ...	1,197	1,061	136	561	63	500	73	92	96	70
Bradford .	3,060	2,396	664	1,265	314	1,131	350	68	68	69
Brevard .	1,484	1,168	316	579	155	589	161	78	76	85
Calhoun .	998	793	205	418	95	375	110	66	76	44
Citrus ...	819	729	90	376	36	353	54	54	66	21
Clay	1,168	969	199	473	93	496	106	71	78	51
Columbia	3,992	2,012	1,980	1,029	872	983	1,108	79	75	84
Dade	2,103	1,472	631	741	292	731	339	95	97	91
DeSoto ..	2,960	2,814	146	1,489	75	1,325	71	74	73	88
Duval ...	8,289	4,429	3,860	2,180	1,744	2,243	2,116	66	87	51
Escambia	5,515	3,587	1,928	1,738	864	1,849	1,064	65	70	57
Franklin	873	518	355	251	177	267	178	76	75	76
Gadsden .	4,137	1,553	2,584	791	1,211	762	1,373	69	82	63
Hamilton	2,490	1,748	742	895	376	853	366	87	90	80
Hernando	887	590	297	295	138	295	159	72	86	54
Hillsboro	7,596	6,234	1,362	3,177	631	3,057	731	61	64	48
Holmes ..	2,289	2,230	59	1,162	31	1,068	28	64	71	14
Jackson .	6,453	3,174	3,279	1,642	1,566	1,532	1,713	88	81	96
Jefferson	4,088	875	3,213	450	1,468	425	1,745	56	59	56
LaFayette	1,241	1,146	95	627	39	519	56	82	82	76
Lake	1,928	1,379	549	684	260	695	289	92	95	85
Lee	906	858	48	409	23	449	25	88	88	80
Leon	4,493	932	3,561	476	1,627	456	1,934	63	97	58
Levy	1,988	1,402	586	739	283	663	303	71	75	63
Liberty ..	522	354	168	171	73	183	95	73	83	58
Madison .	4,553	2,017	2,536	1,017	1,155	1,000	1,381	80	92	73
Manatee .	1,800	1,607	193	801	84	806	109	69	68	79
Marion ..	5,852	2,445	3,407	1,253	1,579	1,192	1,828	73	75	71
Monroe ..	1,808	1,178	630	598	295	580	335	29	26	35
Nassau ..	2,012	1,080	932	491	427	589	505	66	65	68
Orange ..	3,000	1,917	1,083	932	490	985	593	64	66	61
Osceola ..	1,209	1,085	124	518	55	567	69	86	86	82
Pasco ...	1,247	1,104	143	580	75	524	68	72	74	64
Polk	3,763	3,185	578	1,577	259	1,608	319	70	73	56
Putnam .	2,400	1,241	1,159	627	558	614	601	75	79	70
St. Johns.	1,790	1,156	634	588	290	568	344	64	61	70
S'ntaRosa	2,565	2,133	432	1,084	206	1,049	226	59	61	51
Sumter ..	1,680	1,128	552	578	241	550	311	86	87	86
Suwannee	4,667	2,776	1,891	1,499	885	1,277	1,006	72	86	58
Taylor ..	1,368	1,227	141	692	57	535	84	84	84	79
Volusia ..	2,940	1,804	1,136	886	580	918	556	80	75	89
Wakulla .	1,141	671	470	344	214	327	256	86	91	79
Walton ..	2,846	2,415	431	1,254	175	1,161	256	66	70	53
Washing'n	2,995	2,210	785	1,143	411	1,067	374	72	66	97

TABLE IV.—(a) Average Daily Attendance of Pupils.
(a) Percentage of Enrollment in Daily Attendance.

1904-1905 Counties.	Average Daily Attendance.							Per cent-age.		
	Both Races	Total White	Total Negro	White Male	Negro Males	White Female	Negro Female	Both	White	Negro
The State.....	84113	51902	32211	25791	14808	26111	17403	66	65	68
Alachua	4219	2234	1985	1076	899	1158	1086	66	68	61
Baker	712	618	94	343	43	275	51	60	58	69
Bradford	1853	1420	433	742	192	678	241	61	59	65
Brevard	991	761	230	383	117	378	113	67	65	72
Calhoun	618	479	139	239	61	240	78	62	60	68
Citrus	570	515	55	258	23	257	32	70	71	61
Clay	675	562	113	257	50	305	63	58	58	57
Columbia	2387	1196	1191	562	505	634	686	60	56	60
Dade	1419	1004	415	502	189	502	226	67	68	66
DeSoto	2046	1933	113	1011	57	922	56	69	69	77
Duval	5690	3132	2558	1491	1159	1641	1399	69	71	66
Escambia	3630	2351	1279	1111	556	1240	723	66	66	66
Franklin	616	348	268	161	124	187	144	71	67	75
Gadsden	2804	1053	1751	516	818	537	933	68	68	66
Hamilton	1395	984	411	510	208	474	203	56	56	55
Hernando	525	373	152	183	70	190	82	59	63	51
Hillsborough	5297	4351	946	2167	436	2184	510	70	70	69
Holmes	1294	1246	48	658	22	588	26	57	56	81
Jackson	4169	1961	2208	990	1065	971	1143	65	61	67
Jefferson	3023	519	2504	251	1147	268	1357	74	59	78
LaFayette ...	721	663	58	357	25	306	33	58	58	61
Lake	1364	969	395	477	180	492	215	71	70	72
Lee	537	515	22	244	10	271	12	59	60	46
Leon	3426	579	2847	290	1307	289	1540	76	62	80
Levy	1360	935	425	474	199	461	226	68	67	73
Liberty	425	284	141	135	58	149	83	81	80	84
Madison	2863	1128	1735	557	802	571	933	63	56	68
Manatee	1231	1112	119	545	57	567	62	68	69	62
Marion	4216	1738	2478	871	1165	867	1313	72	71	73
Monroe	994	637	357	307	159	330	198	55	54	57
Nassau	1383	723	660	332	292	391	368	69	67	71
Orange	2074	1365	709	659	315	706	394	69	71	65
Osceola	784	713	71	328	30	385	41	65	66	57
Pasco	879	770	109	394	55	376	54	70	70	76
Polk	2533	2201	332	1070	145	1131	187	67	69	57
Putnam	1624	869	755	428	357	441	398	68	70	65
St. Johns	1134	765	369	371	160	394	209	63	66	58
Santa Rosa ..	1648	1358	290	692	138	666	152	64	64	67
Sumter	1121	750	371	377	153	373	218	67	66	67
Suwannee	2598	1554	1044	819	481	735	563	56	56	55
Taylor	819	695	124	385	47	310	77	60	57	88
Volusia	2128	1329	799	642	403	687	396	72	74	70
Wakulla	766	458	308	235	144	223	164	67	68	66
Walton	1673	1392	281	703	112	689	169	59	58	65
Washington ..	1879	1360	519	688	273	672	246	63	62	66

TABLE V.—(*a*) Aggregate Number of Days Schooling Given. (*b*) Average Number of Days Schooling Given for Every Child 6 to 21 Years of Age.

1904-1905 Counties.	Aggregate Days Schooling Given.			Ave'ge days to Every Youth.		
	Total	White	Negro	Both Races	White	Negro
The State	9408845	6335140	3073706	51	58	41
Alachua	417960	276148	141212	41	69	23
Baker	58944	53681	5263	46	49	27
Bradford	184442	151133	33309	41	43	35
Brevard	127303	196951	20352	67	70	55
Calhoun	62091	50050	12041	42	48	26
Citrus	80040	75640	4400	52	69	10
Clay	85194	70674	14520	52	57	37
Columbia	229101	128753	100348	45	48	42
Dade	205750	152546	53204	93	100	77
DeSoto	237748	226448	11300	59	59	68
Duval	848034	494354	353680	67	97	47
Escambia	507982	346596	161386	60	68	47
Franklin	88583	53667	34916	77	78	75
Gadsden	243254	105684	137570	41	56	31
Hamilton	148103	120265	27838	52	62	30
Hernando	64960	52800	12160	53	77	22
Hillsborough	695536	595784	99752	56	61	36
Holmes	109656	105722	3934	31	34	10
Jackson	356823	181818	175005	49	46	51
Jefferson	268235	67555	200680	36	45	35
LaFayette	47129	44505	2624	31	32	21
Lake	170788	133781	37007	81	92	57
Lee	71086	68655	2431	69	71	41
Leon	380340	79325	301015	53	83	49
Levy	157263	118393	38870	56	64	42
Liberty	41593	29815	11778	58	70	40
Madison	193842	115521	78321	34	52	23
Manatee	135254	124679	10575	52	53	44
Marion	516950	240930	276020	64	74	58
Monroe	156803	100377	56426	25	22	31
Nassau	152405	73449	78956	50	44	57
Orange	271970	194970	77000	58	67	43
Osceola	104679	97447	7232	74	78	48
Pasco	97858	88883	8975	57	59	40
Polk	309566	270033	39533	57	66	38
Putnam	172926	107127	65799	54	68	40
St. Johns	165735	109657	56078	59	57	62
Santa Rosa	141930	122870	19060	33	35	22
Sumter	121220	83963	37257	62	64	58
Suwannee	231685	156422	75263	36	48	23
Taylor	74810	64102	10708	46	44	60
Volusia	283515	194175	89340	77	81	70
Wakulla	77529	49274	28255	58	67	47
Walton	146209	124180	22029	34	36	27
Washington	166022	125738	40284	40	37	50

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1904-1905 Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	17331	6658	10673	23789	12522	11267
Alachua	1109	245	864	1198	490	708
Baker	211	179	32	176	146	30
Bradford	504	312	192	550	416	134
Brevard	155	90	65	219	151	68
Calhoun	63	49	14	198	130	68
Citrus	94	47	47	111	100	11
Clay	110	86	24	217	137	80
Columbia	759	177	582	743	305	438
Dade	232	114	118	348	203	145
DeSoto	137	117	20	416	386	30
Duval	933	136	797	1586	720	866
Escambia	366	141	225	1289	706	583
Franklin	71	42	29	188	72	116
Gadsden	776	207	569	929	231	698
Hamilton	292	122	170	503	325	178
Hernando	134	58	76	132	67	65
Hillsborough	1333	887	446	954	732	222
Holmes	263	251	12	442	433	9
Jackson	754	268	486	1587	570	1017
Jefferson	519	60	459	814	117	697
LaFayette	135	107	28	253	220	33
Lake	190	76	114	244	148	96
Lee	63	62	1	111	108	3
Leon	937	97	840	960	113	847
Levy	220	113	107	302	170	132
Liberty	32	5	27	112	65	47
Madison	910	197	713	945	349	596
Manatee	228	153	75	239	198	41
Marion	1228	138	1090	1013	323	690
Monroe	436	286	150	344	240	104
Nassau	355	93	262	340	152	188
Orange	197	42	155	462	269	193
Osceola	163	127	36	177	156	21
Pasco	125	83	42	212	167	45
Polk	259	141	118	636	536	100
Putnam	199	54	145	514	154	360
St. Johns	226	69	157	332	171	161
Santa Rosa	181	91	90	602	487	115
Sumter	220	122	98	289	138	151
Suwannee	820	251	569	980	476	504
Taylor	260	207	53	261	230	31
Volusia	264	64	200	504	251	253
Wakulla	172	80	92	161	74	87
Walton	234	176	58	580	458	122
Washington	462	236	226	616	432	184

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1904-1905 Counties.	Second Reader			Third Reader		
	Total	White	Negro	Total	White	Negro
The State	18812	10534	8278	18305	10991	7314
Alachua	1027	411	616	858	419	439
Baker	168	146	22	154	138	16
Bradford	421	283	138	511	408	103
Brevard	193	143	50	185	144	41
Calhoun	218	143	75	150	125	25
Citrus	81	67	14	78	74	4
Clay	148	114	34	149	114	35
Columbia	539	253	286	483	219	264
Dade	334	217	117	321	208	113
DeSoto	386	348	38	422	398	24
Duval	1168	582	586	1241	627	614
Escambia	1025	602	423	813	506	307
Franklin	147	87	60	136	54	82
Gadsden	723	248	475	645	250	395
Hamilton	344	229	115	343	219	124
Hernando	130	77	53	154	84	70
Hillsborough	935	715	220	956	769	187
Holmes	393	377	16	385	376	9
Jackson	1088	446	642	1043	523	520
Jefferson	711	109	602	693	128	565
LaFayette	192	170	22	192	186	6
Lake	240	143	97	277	185	92
Lee	133	126	7	76	66	10
Leon	687	86	601	687	114	573
Levy	274	182	92	288	199	89
Liberty	82	48	34	86	63	23
Madison	728	294	434	739	300	439
Manatee	204	179	25	236	212	24
Marion	794	281	513	765	296	469
Monroe	223	147	76	203	109	94
Nassau	337	167	170	335	186	149
Orange	419	233	186	422	221	201
Osceola	162	149	13	257	235	22
Pasco	146	120	26	134	119	15
Polk	479	390	89	455	349	106
Putnam	354	128	226	325	159	166
St. Johns	263	156	107	261	185	76
Santa Rosa	414	342	72	439	365	74
Sumter	243	125	118	217	148	69
Suwannee	672	382	290	600	359	241
Taylor	223	199	24	215	190	25
Volusia	409	206	203	398	226	172
Wakulla	140	78	62	155	91	64
Walton	372	287	85	397	329	68
Washington	443	319	124	426	316	110

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1904-1905 Counties.	Fourth Reader			Fifth Reader			Higher Branches		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State ...	17921	12581	5340	13462	10426	3036	17761	16319	1442
Alachua	717	497	220	530	381	149	909	828	81
Baker	189	165	24	127	115	12	172	172	....
Bradford	493	438	55	237	204	33	344	335	9
Brevard	236	190	46	193	165	28	303	285	18
Calhoun	181	163	18	69	64	5	119	119	....
Citrus	123	109	14	97	97	....	235	235	....
Clay	200	181	19	134	127	7	207	207	....
Columbia	527	320	207	440	282	158	501	456	45
Dade	342	244	98	230	201	29	296	285	11
DeSoto	465	446	19	420	405	15	714	714	....
Duval	961	567	394	791	497	294	1609	1300	309
Escambia	700	483	217	497	410	87	825	739	86
Franklin	106	63	43	55	37	18	180	173	7
Gadsden	559	275	284	334	192	142	171	150	21
Hamilton	338	231	107	260	235	25	410	387	23
Hernando	127	108	19	61	54	7	148	142	6
Hillsborough .	1005	861	144	849	760	89	1564	1510	54
Holmes	327	321	6	266	259	7	203	203	....
Jackson	930	526	404	355	187	168	696	654	42
Jefferson	579	113	466	487	127	360	285	221	64
LaFayette ...	241	237	4	121	119	2	107	107	....
Lake	364	275	89	336	283	53	278	270	8
Lee	154	144	10	141	130	11	227	221	6
Leon	527	140	387	370	138	232	325	244	81
Levy	282	202	80	229	180	49	393	356	37
Liberty	103	77	26	63	52	11	44	44	....
Madison	635	386	249	359	277	82	237	214	23
Manatee	268	252	16	244	238	6	381	375	6
Marion	657	321	336	635	407	228	760	679	81
Monroe	249	145	104	226	176	50	107	75	32
Nassau	297	192	105	170	136	34	178	154	24
Orange	423	276	147	397	291	106	680	585	95
Osceola	241	220	21	106	95	11	103	103	....
Pasco	206	192	14	132	132	....	292	291	1
Polk	486	425	61	558	515	43	891	830	61
Putnam	267	145	122	272	181	91	469	420	49
St. Johns	295	225	70	286	235	51	127	115	12
Santa Rosa ..	486	427	59	308	288	20	135	133	2
Sumter	263	203	60	258	215	43	190	177	13
Suwannee ...	677	486	191	365	287	78	552	534	18
Taylor	219	211	8	142	142	....	48	48	....
Volusia	387	245	142	312	218	94	666	594	72
Wakulla	182	100	82	136	105	31	187	145	42
Walton	422	365	57	644	603	41	155	155	....
Washington ..	485	389	96	220	184	36	338	335	3

TABLE VII—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1904-1905 Counties.	Teacher Positions Filled.			Different Teachers Employed						
							White		Negro	
	Both Races	White	Negro	Both Races	White	Negro	Male	Female	Male	Female
The State.....	3568	2663	905	3016	2283	733	628	1655	255	478
Alachua	164	102	62	128	90	38	21	69	17	21
Baker	41	38	3	29	26	3	11	15	....	3
Bradford	72	58	14	64	55	9	21	34	5	4
Brevard	57	45	12	54	42	12	7	35	4	8
Calhoun	40	32	8	27	23	4	8	15	4	....
Citrus	31	29	2	29	28	1	4	24	....	1
Clay	44	38	6	43	37	6	7	30	2	4
Columbia	96	62	34	81	54	27	19	35	12	15
Dade	67	49	18	66	49	17	3	46	6	11
DeSoto	87	84	3	79	76	3	28	48	3	....
Duval	205	127	78	191	113	78	5	108	15	63
Escambia	142	99	43	125	90	35	13	77	7	28
Franklin	20	12	8	20	12	8	3	9	2	6
Gadsden	77	42	35	56	35	21	14	21	6	15
Hamilton	91	74	17	64	51	13	16	35	8	5
Hernando	33	26	7	30	25	5	2	23	2	3
Hillsborough ..	213	184	29	195	166	29	43	123	6	23
Holmes	58	56	2	42	41	1	24	17	1	....
Jackson	161	102	59	108	68	40	34	34	27	13
Jefferson	76	35	41	74	35	39	11	24	21	18
LaFayette	56	54	2	39	37	2	16	21	1	1
Lake	72	56	16	61	52	9	11	41	3	6
Lee	28	27	1	26	25	1	7	18	1	....
Leon	89	42	47	85	39	46	9	30	11	35
Levy	56	44	12	50	42	8	18	24	4	4
Liberty	19	14	5	15	11	4	4	7	2	2
Madison	119	82	37	79	62	17	32	30	10	7
Manatee	61	56	5	54	49	5	18	31	....	5
Marion	140	82	58	140	82	58	17	65	11	47
Monroe	31	23	8	31	23	8	1	22	1	7
Nassau	73	52	21	59	41	18	6	35	7	11
Orange	90	66	24	86	64	22	7	57	5	17
Osceola	37	33	4	33	30	3	11	19	1	2
Pasco	42	37	5	39	35	4	7	28	1	3
Polk	114	101	13	103	93	10	26	67	3	7
Putnam	85	56	29	72	51	21	8	43	5	16
St. Johns	61	46	15	56	41	15	4	37	3	12
Santa Rosa ...	89	80	9	63	57	6	21	36	2	4
Sumter	59	46	13	53	40	13	14	26	6	7
Suwannee	127	95	32	94	69	25	25	44	11	14
Taylor	40	38	2	31	30	1	13	17	1	....
Volusia	91	65	26	84	62	22	12	50	5	17
Wakulla	32	22	10	26	20	6	11	9	4	2
Walton	93	81	12	68	59	9	18	41	4	5
Washington ...	89	71	18	64	53	11	18	35	5	6

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

1904-1905 Counties.		1st Grade			2d Grade			3d Grade			*All Others		
	Total	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State ...	3007	778	715	63	1338	1010	328	790	466	324	101	84	17
Alachua	128	25	24	1	46	25	21	54	39	16	3	3	..
Baker	29	5	5	..	17	14	3	7	7	...	...	..	..
Bradford	64	16	16	..	30	24	6	18	15	3	...	..	..
Brevard	54	17	15	2	28	20	8	7	5	2	2	2	..
Calhoun	27	6	5	1	13	10	3	8	8	...	...	..	..
Citrus	29	13	13	..	9	9	...	6	5	1	1	1	..
Clay	43	13	11	2	16	14	2	14	12	2	...	..	..
Columbia	81	25	20	5	39	25	14	16	9	7	1	..	1
Dade	62	22	19	3	21	14	7	16	10	6	3	3	..
DeSoto	79	19	19	..	36	34	2	23	22	1	1	1	..
Duval	191	41	32	9	114	62	52	27	11	16	9	8	1
Escambia	125	16	15	1	53	44	9	43	20	23	13	11	2
Franklin	20	7	6	1	13	6	7	...	...	...	...	..	..
Gadsden	56	7	7	..	28	22	6	21	6	15	...	..	..
Hamilton	64	16	16	..	31	25	6	17	10	7	...	..	..
Hernando ...	30	15	15	..	10	10	...	5	...	5	...	..	..
Hillsborough .	191	67	65	2	106	86	20	15	8	7	3	3	..
Holmes	42	7	7	..	17	17	...	18	17	1	...	..	..
Jackson	108	28	25	3	38	28	10	30	13	17	12	2	10
Jefferson	74	9	8	1	20	12	8	41	11	30	4	4	..
LaFayette ...	39	10	10	..	16	15	1	13	12	1	...	..	..
Lake	61	22	20	2	22	19	3	13	9	4	4	4	..
Lee	26	7	7	..	16	15	1	3	3	...	...	..	..
Leon	85	11	8	3	29	10	19	42	18	24	3	3	..
Levy	50	11	11	..	17	12	5	21	18	3	1	1	..
Liberty	15	2	2	..	12	8	4	1	1	...	...	..	..
Madison	79	26	24	2	41	27	14	11	10	1	1	1	..
Manatee	54	15	15	..	23	22	1	15	11	4	1	1	..
Marion	140	27	23	4	58	41	17	51	14	37	4	4	..
Monroe	30	2	1	1	9	8	1	9	3	6	10	10	..
Nassau	59	15	12	3	24	19	5	20	10	10	...	..	..
Orange	86	21	20	1	34	27	7	24	12	12	7	5	2
Osceola	33	10	10	..	12	10	2	11	10	1	...	..	..
Pasco	39	17	17	..	17	14	3	5	4	1	...	..	..
Polk	103	27	26	1	52	43	9	15	15	...	9	9	..
Putnam	72	10	9	1	37	30	7	22	9	13	3	3	..
St. Johns	56	13	11	2	36	28	8	7	2	5	...	..	..
Santa Rosa...	63	18	17	1	29	27	2	16	13	3	...	..	..
Sumter	53	12	11	1	23	20	3	18	9	9	...	..	..
Suwannee ...	94	42	37	5	35	23	12	15	7	8	2	2	..
Taylor	31	12	12	..	11	10	1	8	8	...	...	..	..
Volusia	84	41	37	4	33	22	11	9	3	6	1	..	1
Wakulla	26	7	7	..	7	7	...	11	5	6	1	1	..
Walton	68	18	18	..	34	28	6	14	11	3	2	2	..
Washington ..	64	8	7	1	26	24	2	30	22	8	...	..	..

*These include the following certificates: State Life, Primary Life, Primary, Aged, Life First Grade, Life Extension of First Grade, Special, and Temporary—and leave the certification of 9 teachers not accounted for.

TABLE IX.—Result of Uniform Examinations.

1904-1905 Counties.	Total Number of Examinees	Failed to Pass		Number and Grade of Certificates Issued											
				White.						Negro					
				1st Grade		2nd Grade		3rd Grade		1st Gr'de		2nd Gr'de		3rd Gr'de	
		White	Negro	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The State..	1555	181	236	82	148	89	274	60	204	5	1	30	53	53	139
Alachua ...	21	4	6	3	...	..	1	1	4	..	..	..	..	2	...
Baker	34	...	2	2	4	2	13	3	3	..	..	..	1	1	3
Bradford ..	29	6	3	2	2	1	4	1	8	..	..	1	..	..	1
Brevard ...	38	2	4	3	7	1	12	2	6	..	..	..	..	..	1
Calhoun ...	8	1	1	...	...	1	2	2	1	..	..	..	..	..	...
Citrus	7	1	...	...	1	..	...	...	5	..	..	..	..	..	...
Clay	15	3	1	2	2	1	1	...	4	..	..	..	..	1	.
Columbia ..	35	6	6	6	3	2	1	1	3	..	..	1	1	3	2
Dade	35	4	9	...	10	..	3	...	3	..	..	1	..	..	5
DeSoto ...	33	15	1	1	2	2	1	3	7	..	..	..	..	1	...
Duval	96	8	20	...	10	1	18	...	8	..	..	1	8	3	19
Escambia .	70	6	20	1	3	3	11	2	13	..	..	..	3	2	6
Franklin ..	11	...	...	1	1	..	4	...	2	1	..	..	1	..	1
Gadsden ..	47	2	8	1	1	3	7	1	6	..	..	3	7	4	4
Hamilton ..	77	5	2	9	7	15	24	2	12	..	..	..	..	1	...
Hernando .	9	1	...	1	2	2	...	...	3	..	..	..	..	..	...
Hillsboro .	120	10	19	6	13	6	24	9	14	..	..	2	5	3	9
Holmes ...	35	16	...	3	...	2	2	7	5	..	..	..	..	..	...
Jackson ...	87	9	15	6	5	7	13	2	7	..	..	11	5	4	3
Jefferson ..	41	2	5	2	2	..	3	...	7	..	..	1	2	9	8
LaFayette .	9	2	1	1	1	..	2	...	2	..	..	..	..	..	...
Lake	26	4	1	2	10	2	2	2	2	..	..	..	..	1	...
Lee	11	3	...	...	...	1	3	1	2	..	..	1	..	..	...
Leon	77	7	9	7	9	6	18	2	5	1	..	..	2	..	11
Levy	34	9	7	1	...	2	5	2	7	..	..	..	..	1	...
Liberty	12	2	6	1	...	..	2	...	1	..	..	..	..	..	...
Madison ...	18	1	8	1	1	3	3	1	3	1	1	1	1	1	1
Manatee ...	29	3	...	2	7	6	7	1	2	..	..	..	..	1	...
Marion	91	7	27	4	3	1	11	2	1	1	..	1	3	5	7
Monroe	21	...	...	...	3	..	2	...	8	..	..	..	..	1	7
Nassau	27	2	2	...	2	..	4	...	3	1	..	..	5	2	6
Orange	62	10	12	1	8	..	10	1	6	..	1	3	1	1	8
Osceloa ...	9	...	1	2	3	..	2	1	...	..	..	..	..	..	...
Pasco	35	...	6	2	5	3	9	2	6	..	..	1	..	..	1
Polk	30	1	...	...	4	4	7	2	9	..	..	1	1	..	1
Putnam ...	34	3	10	2	2	1	7	...	2	..	..	..	2	2	3
St. Johns .	30	1	4	...	5	..	11	...	1	..	..	..	2	1	5
Santa Rosa	16	2	3	1	1	2	3	1	1	..	..	..	2	..	...
Sumter ...	15	1	1	1	...	..	5	...	7	..	..	..	..	..	...
Suwannee .	32	4	8	...	5	..	...	4	1	..	..	1	..	4	5
Taylor	11	4	...	...	...	3	1	2	1	..	..	..	..	..	...
Volusia ...	17	...	2	3	3	1	4	...	4	..	..	..	..	..	...
Wakulla ...	3	...	...	...	...	1	1	...	...	..	..	..	1	..	...
Walton	22	10	...	1	2	1	3	...	4	..	..	..	1	..	...
Washington	36	4	6	2	...	3	8	1	5	1	..	1	..	..	5
Washington	36	4	6	2	...	3	8	1	5	1	..	1	..	..	5

TABLE X.—(*a*) Average Age of Teachers.
(*b*) Average Months Experience.

1904-1905 Counties.	Average Age					Av. Experience—Mos.				
	All Teachers	White		Negro		All Teachers	White		Negro	
		Male	Female	Female	Male		Male	Female	Male	Female
The State.....	27	31	25	34	27	41	53	33	82	37
Alachua	28	30	25	35	31	47	77	28	79	56
Baker	27	29	27	....	30	25	22	30	....	11
Bradford	23	24	22	27	24	23	21	19	47	29
Brevard	28	30	28	32	28	43	49	32	106	55
Calhoun	27	28	25	33	....	29	15	27	69	....
Citrus	26	37	25	....	20	44	78	39	....	9
Clay	27	22	27	48	27	32	24	27	143	27
Columbia	24	24	22	30	26	28	17	18	65	34
Dade	30	39	28	37	29	52	109	46	98	39
DeSoto	25	28	23	31	....	30	45	20	55	....
Duval	28	35	29	33	26	53	102	46	78	56
Escambia	32	46	30	40	30	74	131	67	115	56
Franklin	26	24	22	40	28	56	44	23	99	59
Gadsden	28	29	27	40	25	43	44	31	107	34
Hamilton	24	30	20	31	25	30	53	16	48	29
Hernando	25	32	23	39	21	37	75	26	126	19
Hillsborough ..	28	29	27	33	28	41	41	41	22	44
Holmes	26	29	20	26	....	26	30	16	80	....
Jackson	28	30	28	29	24	44	48	32	67	13
Jefferson	29	32	29	31	25	48	79	57	38	21
LaFayette	22	22	20	58	20	21	19	15	168	14
Lake	30	38	27	43	27	51	31	45	147	85
Lee	27	29	26	40	....	33	40	31	40	....
Leon	30	31	26	39	30	42	58	32	63	41
Levy	24	25	22	35	27	29	28	17	93	39
Liberty	27	28	24	33	34	44	61	19	95	48
Madison	27	28	23	21	30	29	26	24	49	38
Manatee	31	29	34	....	22	45	52	45	....	21
Marion	26	35	25	27	25	35	72	27	57	29
Monroe	32	26	33	25	33	101	28	111	72	85
Nassau	27	33	25	34	26	36	60	27	65	31
Orange	31	42	30	36	29	58	103	53	106	41
Osceola	29	35	26	34	30	43	61	28	144	31
Pasco	30	38	24	30	28	24	46	19	60	4
Polk	29	36	26	30	30	44	64	33	63	75
Putnam	25	31	22	36	28	35	46	22	103	45
St. Johns	28	42	28	24	26	48	112	44	40	43
Santa Rosa ...	28	32	26	31	26	51	72	40	61	26
Sumter	30	38	26	32	25	55	78	37	79	52
Suwannee	27	28	26	32	24	36	23	34	64	35
Taylor	25	26	24	28	....	36	32	36	84	....
Volusia	29	35	26	36	29	55	80	40	104	65
Wakulla	25	24	22	33	27	40	31	28	97	31
Walton	24	24	23	32	24	29	30	22	102	25
Washington ...	26	30	24	29	26	25	34	22	28	15

TABLE XI.—Certain Facts Relative to Teachers Employed.

1904-1905 Counties.	Graduates of Normal Schools				Attendance at Summer Schools			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	122	226	44	60	114	284	35	77
Alachua	....	....	....	....	4	17	3	5
Baker	....	....	....	1	....	....	....	3
Bradford	3	7	2	....	3	4	2	2
Brevard	4	9	2	5	....	....	....	....
Calhoun	2	1	1	....	1	1	....	....
Citrus	4	3	....	....	2	3	....	....
Clay	1	5	....	....	....	9	1	2
Columbia	4	10	2	4	3	2	1	1
Dade	2	4	2	1	....	11	2	1
DeSoto	6	5	1	....	11	6	....	....
Duval	3	15	3	4	....	14	4	14
Escambia	2	15	1	3	2	6	....	....
Franklin	1	1	1	....	1	1	....	....
Gadsden	1	1	....	....	....	....	....	1
Hamilton	6	10	....	....	2	4	....	....
Hernando	1	7	2	1	....	3	....	....
Hillsborough	5	6	....	1	16	38	1	3
Holmes	....	....	....	....	....	....	....	....
Jackson	4	....	....	....	....	....	....	....
Jefferson	....	1	1	....	2	6	2	5
Lafayette	3	....	....	1	3	1	....	....
Lake	2	4	1	2	2	6	1	....
Lee	1	....	....	....	8	....	....	....
Leon	4	8	5	3	6	20	....	....
Levy	5	3	....	....	4	3	1	1
Liberty	2	....	1	....	....	....	....	....
Madison	8	3	4	4	....	....	....	....
Manatee	1	5	....	....	5	18	....	2
Marion	6	14	3	6	14	25	6	10
Monroe	....	....	....	....	....	1	....	....
Nassau	1	5	3	2	1	3	2	2
Orange	2	2	....	1	3	15	4	5
Osceola	1	....	....	....	....	5	....	....
Pasco	1	1	....	....	....	2	....	....
Polk	3	10	....	....	....	2	....	1
Putnam	2	8	2	4	3	16	3	12
St. Johns	3	3	2	1	2	11	1	2
Santa Rosa	6	8	....	1	2	3	....	....
Sumter	3	2	....	....	5	12	....	....
Suwannee	4	15	5	10	....	....	....	....
Taylor	2	6	....	....	4	6	....	....
Volusia	3	15	....	4	2	10	1	5
Wakulla	1	1	....	....	....	....	....	....
Walton	9	8	....	1	3	....	....	....
Washington	....	5	....	....	....	....	....	....

TABLE XI—*(Continued.)*—Certain Facts Relative to Teachers Employed.

1904-1905 Counties.	Attendance at Teachers Association		Subscribers to Educat'l Journals		Non-Resident Teachers			
					Of County		Of State	
	White	Negro	White	Negro	White	Negro	White	Negro
The State	390	55	1192	385	482	120	98	5
Alachua	27	....	58	24	12	....	1	....
Baker	7	1	5	1	13	3	....	....
Bradford	15	....	25	7	14	5	....	....
Brevard	18	4	20	10	18	6	4	1
Calhoun	....	....	9	3	7	2	....	....
iCtrus	9	....	26	....	9	1	....	....
Clay	7	....	10	2	14	4	1	....
Columbia	16	....	19	13	10	9	2	....
Dade	4	1	32	12	9	....	6	....
DeSoto	2	....	22	2	7	1	2	....
Duval	92	3	50	46	....	....	....	....
Escambia	....	....	75	26	10	....	8	1
Franklin	1	....	7	6	2	2	3	....
Gadsden	....	....	35	21	1	....	2	....
Hamilton	7	....	19	8	19	6	6	....
Hernando	1	....	12	1	10	2	2	....
Hillsborough	20	1	106	16	17	5	10	....
Holmes	....	....	....	....	8	....	2	....
Jackson	5	....	33	17	5	2	5	....
Jefferson	11	....	17	14	3	....	1	....
Lafayette	3	....	6	....	21	2	....	....
Lake	11	....	30	5	15	4	1	....
Lee	3	....	25	1	12	1	....	....
Leon	4	....	28	8	6	1	1	....
Levy	5	4	18	5	5	5	4	....
Liberty	....	....	4	....	5	2	....	....
Madison	13	....	11	2	33	2	2	....
Manatee	2	....	27	2	15	....	1	....
Marion	20	24	65	30	13	5	4	2
Monroe	....	....	19	8	....	....	....	....
Nassau	4	1	13	7	11	7	7	1
Orange	5	14	38	14	2	....	2	....
Osceola	4	....	8	....	6	1	2	....
Pasco	....	....	12	4	5	1	2	....
Polk	....	....	40	5	16	4	4	....
Putnam	15	2	20	12	4	3	1	....
St. Johns	6	....	24	6	11	7	....	....
Santa Rosa	....	....	45	6	21	3	3	....
Sumter	6	....	30	7	2	6	1	....
Suwannee	25	....	32	10	26	5	3	....
Taylor	11	....	23	1	19	....	....	....
Volusia	10	....	50	16	21	7	4	....
Wakulla	....	....	13	....	4	....	....	....
Walton	1	....	31	7	19	6	1	....
Washington	....	....	....	....	2	....	....	....

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers.

1904-1905 Counties.	Highest				Lowest			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	$188	$100	$90	$65	$20	$5	$15	$15
Alachua	$103	$62	$36	$26	$31	$20	$15	$15
Baker	35	75	....	25	20	20	....	25
Bradford	100	65	35	30	25	25	25	25
Brevard	90	55	40	35	40	5	30	30
Calhoun	65	50	20	....	25	25	20	....
Citrus	85	60	....	20	60	25	....	20
Clay	75	50	50	35	25	15	20	25
Columbia	110	60	43	25	25	25	20	20
Dade	132	95	53	43	42	41	42	41
DeSoto	100	60	40	....	30	25	25	....
Duval	150	90	90	45	80	30	30	30
Escambia	150	75	50	50	30	30	30	30
Franklin	90	55	50	25	35	35	35	20
Gadsden	125	55	30	22	35	30	20	18
Hamilton	110	40	25	18	25	25	15	15
Hernando	100	60	40	20	80	30	30	20
Hillsborough	188	85	70	25	25	25	30	25
Holmes	80	50	30	....	25	25	30	....
Jackson	100	45	35	43	20	25	18	15
Jefferson	125	55	35	20	25	20	15	15
Lafayette	50	60	20	25	20	20	20	25
Lake	100	70	40	30	28	25	20	20
Lee	113	50	45	....	35	30	45	....
Leon	150	50	65	30	30	30	15	15
Levy	70	50	35	25	25	19	20	20
Liberty	60	35	21	21	30	25	21	21
Madison	100	50	45	35	25	25	25	25
Manatee	88	60	....	36	25	25	....	20
Marion	125	65	75	40	35	25	30	20
Monroe	100	100	65	65	100	40	65	30
Nassau	100	55	75	35	30	25	20	20
Orange	125	75	50	35	40	30	30	20
Osceola	90	45	35	25	30	30	35	20
Pasco	80	50	35	35	30	30	30	35
Polk	120	75	60	45	40	25	40	25
Putnam	125	75	50	35	30	30	35	20
St. Johns	110	70	60	35	35	20	20	20
Santa Rosa	100	50	35	25	25	25	25	25
Sumter	75	40	35	35	35	20	30	25
Suwannee	100	75	35	35	25	25	15	15
Taylor	80	45	30	....	25	25	30	....
Volusia	100	60	50	35	35	35	30	30
Wakulla	45	40	20	20	20	20	20	20
Walton	100	55	35	25	25	25	25	25
Washington	100	70	50	30	20	20	20	20

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1904-1905 Counties.	Average Monthly Salaries.				
	Both Races	Whites		Negroes	
		Male	Female	Male	Female
The State	$38.21	$54.46	$37.58	$32.30	$25.82
Alachua	$36.55	$58.22	$37.69	$21.60	$18.76
Baker	29.54	25.94	32.65	.....	25.17
Bradford	39.83	53.10	35.77	29.07	25.93
Brevard	45.20	71.60	41.80	36.80	30.80
Calhoun	29.69	34.67	30.84	20.00	.....
Citrus	41.73	66.25	38.22	.....	20.00
Clay	34.51	37.95	34.15	41.82	29.29
Columbia	36.55	48.97	39.81	24.79	22.47
Dade	51.76	95.38	51.37	45.60	42.01
DeSoto	43.14	51.06	33.83	33.33	.....
Duval	44.93	99.14	48.90	47.02	32.81
Escambia	43.70	53.98	43.51	42.47	36.18
Franklin	40.46	68.04	41.14	42.50	20.83
Gadsden	34.03	49.79	39.51	22.26	19.99
Hamilton	37.88	56.52	33.02	17.90	15.39
Hernando	39.62	90.00	37.14	30.00	20.00
Hillsborough	50.24	64.37	48.22	42.03	34.22
Holmes	37.76	38.46	37.42	30.00	.....
Jackson	29.99	39.99	31.02	20.42	18.77
Jefferson	33.48	60.02	36.67	19.41	17.84
Lafayette	27.22	27.13	27.66	20.00	25.00
Lake	39.26	53.71	38.31	30.71	24.47
Lee	50.87	61.75	45.17	45.00	.....
Leon	32.33	63.79	36.49	28.37	20.00
Levy	42.38	50.44	37.44	27.50	24.44
Liberty	31.66	41.25	31.23	21.00	21.00
Madison	34.75	40.70	33.07	27.99	27.84
Manatee	38.17	48.14	35.19	.....	27.07
Marion	40.81	68.04	39.75	42.46	29.53
Monroe	45.91	100.00	45.55	65.00	36.43
Nassau	32.31	44.14	31.22	36.25	24.61
Orange	44.21	77.80	44.72	37.46	26.89
Osceola	42.85	53.51	38.71	31.68	22.67
Pasco	43.58	50.88	40.26	32.50	33.33
Polk	38.43	46.06	35.89	40.00	30.08
Putnam	37.67	55.53	40.33	34.58	23.19
St. Johns	32.56	55.48	31.30	40.00	24.60
Santa Rosa	34.96	40.59	32.97	27.98	28.62
Sumter	37.14	39.63	38.51	33.37	29.28
Suwannee	36.81	41.89	41.49	22.45	21.53
Taylor	37.89	42.33	35.12	30.00	.....
Volusia	43.32	66.93	41.86	36.16	33.28
Wakulla	27.61	32.30	28.58	20.00	20.00
Walton	34.66	43.88	33.26	30.42	25.00
Washington	31.61	41.24	29.18	28.73	23.67

TABLE XIV.—Aggregate Salaries Paid Teachers.

1904-1905 Counties.	Total	White.		Negro.	
		Male	Female	Male	Female
The State..	$736,495.27	$191,444.37	$424,105.83	$44,375.12	$76,569.95
Alachua ...	$28,590.66	$8.036.70	$16,355.77	$1,932.28	$2,265.91
Baker	4,421.04	1,591.65	2,628.07	.....	201.32
Bradford ...	13,944.75	5,639.00	6,802.75	1,000.00	503.00
Brevard ...	15,707.50	3,795.00	10,197.50	625.00	1,090.00
Calhoun ...	4,964.27	1,449.12	2,857.15	658.00	.....
Citrus	8,930.00	2,120.00	6,650.00	.....	160.00
Clay	9,094.00	1,480.00	6,334.00	460.00	820.00
Columbia ..	15,747.50	4,588.75	7,880.00	1,616.25	1,662.50
Dade	23,295.63	2,193.80	16,529.42	1,915.09	2,657.32
DeSoto	20,352.25	8,833.50	11,018.75	500.00	.....
Duval	61,554.09	3,271.75	39,931.49	4,231.50	14,119.35
Escambia ..	36,200.15	5,109.50	23,092.65	1,616.00	6,382.00
Franklin ...	5,705.00	1,565.00	2,880.00	510.00	750.00
Gadsden ...	11,510.68	3,301.05	5,452.13	776.00	1,981.50
Hamilton ..	11,465.25	5,255.00	5,470.25	447.50	292.50
Hernando ..	7,795.00	1,440.00	5,680.00	360.00	315.00
Hillsbor'gh .	66,004.55	18,250.30	42,349.00	1,345.00	4,060.25
Holmes	9,010.11	5,409.86	3,360.25	240.00	.....
Jackson ...	19,206.21	8,245.72	6,437.49	3,293.50	1,229.50
Jefferson ..	12,154.50	3,916.25	5,185.00	1,747.00	1,306.25
Lafayette ..	3,913.00	1,390.50	2,398.75	80.00	43.75
Lake	16,943.99	4,256.25	10,730.24	752.50	1,205.00
Lee	9,245.50	3,862.50	5,068.00	315.00	.....
Leon	16,448.00	3,700.00	7,115.00	1,759.00	3,874.00
Levy	12,650.80	5,750.00	5,504.00	825.00	571.80
Liberty	2,677.00	990.00	1,265.00	254.00	168.00
Madison ...	12,734.50	5,510.75	4,942.50	1,497.50	783.75
Manatee ...	15,327.05	4,795.00	9,912.05	.....	620.00
Marion	35,830.00	8,505.00	16,695.00	2,760.00	7,870.00
Monroe	10,135.00	800.00	6,775.00	520.00	2,040.00
Nassau	11,793.50	1,527.00	6,584.50	1,702.00	1,980.00
Orange	25,408.00	3,890.00	17,688.00	1,255.00	2,575.00
Osceola	9,734.75	4,197.50	5,098.50	183.75	255.00
Pasco	9,872.50	2,086.25	7,126.25	260.00	400.00
Polk	31,378.83	10.466.50	17,973.33	1,000.00	1,939.00
Putnam	15,305.25	2,610.00	9,627.75	830.00	2,237.50
St. Johns ..	12,989.80	1,720.00	8,277.55	880.00	2,112.25
Santa Rosa.	12,066.75	4,475.00	6,640.25	319.00	632.50
Sumter	10,077.75	3,661.50	4,403.25	991.00	1,022.00
Suwannee ..	16,439.89	4,991.63	9,049.26	1,064.00	1,335.00
Taylor	6,230.67	2,975.67	2,955.00	300.00	.....
Volusia	25,558.12	5,049.87	15,827.75	1,103.00	3,577.50
Wakulla	4,401.25	1,991.25	1,515.00	595.00	300.00
Walton	11,366.50	2,867.25	7,269.25	730.00	500.00
Wash'gt'n ..	12,313.73	3,883.00	6,572.98	1,126.25	731.50

TABLE XV.—Taxation for Schools in 1904.

PART I.—Assessed Valuation of Property; Total School Taxes Paid; One Mill State Tax.

1904-1905 Counties.	Assessed Valuation of Property 1904.	Total School Taxes of 1904 Collected	One Mill Tax of 1904.			
			Assessed.	Collected	Per Cent Collected	Returned to County for each $1 paid
The State.	$117,399,720	$816,155.88	$117,399.61	$105,578.35	90	$1.13
Alachua ..	$4,596,524	$0,763.42	$4,596.52	$3,645.08	79	1.70
Baker	899,146	7,610.27	899.14	1,156.27	129	.90
Bradford ...	1,869,670	17,929.46	1,869.67	2,144.96	115	1.12
Brevard ...	2,939,155	25,653.75	2,939.15	2,776.64	94	.48
Calhoun ..	1,195,410	7,707.71	1,195.41	1,080.37	90	.80
Citrus	1,263,224	12,199.67	1,263.22	1,424.77	112	.63
Clay	1,214,654	12,307.29	1,214.65	1,353.91	111	.88
Columbia ..	2,229,254	13,077.84	2,229.25	1,742.27	78	2.01
Dade	4,120,149	24,146.42	4,120.15	3,880.57	94	.46
DeSoto ...	3,178,783	20,104.29	3,178.78	2,798.85	88	.96
Duval	12,541,000	94,011.86	12,541.00	11,573.37	92	.68
Escambia .	6,647,053	31,882.69	6,647.05	5,072.61	76	1.03
Franklin ..	898,182	4,857.38	898.19	740.73	82	1.32
Gadsden ..	1,286,968	10,217.28	1,286.97	1,266.47	98	3.28
Hamilton .	1,517,932	9,224.42	1,517.93	1,406.90	93	1.50
Hernando .	1,117,020	9,341.24	1,117.02	1,018.22	91	.41
Hillsbor'h.	9,759,128	75,821.31	9,759.13	8,823.32	90	.81
Holmes ...	998,112	7,487.06	998.11	1,004.18	101	1.90
Jackson ..	2,314,477	16,735.44	2,314.47	2,150.29	93	3.12
Jefferson ..	1,637,555	10,531.72	1,637.55	1,603.62	98	2.71
Lafayette .	1,146,114	7,703.82	1,146.11	1,062.74	93	.94
Lake	2,344,707	17,831.64	2,344.70	2,269.20	97	.82
Lee	1,687.090	8,969.81	1,687.09	1,077.42	64	.72
Leon	2,502,183	14,159.99	2,502.18	2,151.00	86	2.10
Levy	1,718,037	9,613.46	1,718.04	1,161.01	68	1.67
Liberty ...	630.223	3,882.11	630.22	609.85	97	1.19
Madison ...	2,123,171	11,998.53	2,123.17	1,741.23	82	2.70
Manatee ..	1,959,403	20,255.06	1,959.40	1,811.43	92	.93
Marion ...	4,453,129	32,622.89	4,453.13	3,703.62	83	1.77
Monroe ...	1,854,915	8,959.82	1,854.91	1,431.47	77	.98
Nassau ...	2,125,574	12,816.95	2,125.57	1,804.53	85	1.00
Orange ...	3,976,701	30,914.62	3,976.70	4,249.02	107	.67
Osceola ...	1,512,613	10,544.42	1,512.61	1,538.21	102	.62
Pasco	1,507,088	18,365.12	1,507.08	1,868.24	124	.60
Polk	4,293,405	31,827.39	4,293.40	4,002.54	93	.87
Putnam ..	2,707,530	17,388.72	2,707.53	2,680.06	99	.87
St. Johns..	2,728,557	14,177.22	2,728.55	2,321.20	85	.72
Santa Rosa	1,813,937	8,825.33	1,813.93	1,361.77	75	1.88
Sumter ...	1,496,186	11,688.36	1,496.18	1,687.70	113	.89
Suwannee	2,559,208	15,576.18	2,559.20	1,895.06	74	1.85
Taylor	1,326,290	8,051.75	1,326.29	1,224.02	92	.96
Volusia ...	3,822,636	30,413.96	3,822.64	3,355.49	88	.82
Wakulla ..	710,203	4,402.55	710.20	656.76	92	1.57
Walton ...	2,156,219	10,685.23	2,156.22	1,466.38	68	1.46
Wash'gton	2,021,205	12,870.43	2,021.20	1,785.00	88	1.33

TABLE XV.—Taxation for Schools in 1904.
PART II.—County School Tax.

1904-1905 Counties.	No. Mills Levied	Assessed	Collected	Per Cent Collected	Delinquent Taxes Paid
The State	5	$589,238.04	$530,107.97	90	$86,364.00
Alachua	5	$22,982.62	$18,225.41	79	$4,290.83
Baker	5	4,495.73	5,781.33	129	991.13
Bradford	5	9,348.35	10,724.82	115	1,078.88
Brevard	5	14,695.77	13,883.18	94	896.48
Calhoun	5	5,977.05	5,401.86	90	2.66
Citrus	5	6,316.12	7,123.86	112	108.92
Clay	5	6,073.27	6,769.54	111	850.19
Columbia	5	11,146.27	8,711.37	78	5,114.67
Dade	5	20,600.75	19,402.85	94	254.55
DeSoto	5	15,893.92	13,994.26	88	1,183.77
Duval	5	62,705.00	57,866.86	92	10,285.47
Escambia	5	33,235.26	25,363.08	76	8,573.47
Franklin	5	4,490.91	3,703.65	82	395.86
Gadsden	5	6,434.84	6,332.33	98	1,440.01
Hamilton	4	6,071.73	5,627.59	93	182.58
Hernando	5	5,585.10	5,091.12	91	700.07
Hillsborough	5	48,795.64	44,116.61	90	10,515.92
Holmes	5	4,990.56	5,020.88	101	7.53
Jackson	5	11,572.38	10,751.46	93	3.75
Jefferson	5	8,187.77	8,018.10	98	1,180.56
Lafayette	5	5,730.57	5,313.69	93	3.21
Lake	5	11,723.53	11,346.02	97	1,919.14
Lee	5	8,435.45	5,387.11	64	1,760.50
Leon	5	12,510.91	10,754.99	86	2,758.75
Levy	5	8,590.18	5,805.04	68	5,303.76
Liberty	5	3,151.12	3,049.26	97	24.74
Madison	5	10,615.86	8,706.17	82	4,084.80
Manatee	7	13,715.82	12,680.01	92	1,129.62
Marion	5	22,265.65	18,518.13	83	2,105.65
Monroe	5	9,274.57	7,157.35	77	.....
Nassau	5	10,627.87	9,022.68	85	5,513.02
Orange	5	19,883.50	21,245.12	107	1,552.71
Osceola	5	7,563.06	7,691.06	102	268.27
Pasco	5	7,353.44	9,341.21	124	735.82
Polk	5	21,467.02	20,012.67	93	2,508.07
Putnam	5	13,557.65	13,400.31	99	514.63
St. Johns	5	13,642.78	11,606.02	85	1,571.22
Santa Rosa	5	9,069.68	6,808.87	75	1,415.77
Sumter	5	7,480.93	8,438.52	113	646.37
Suwannee	5	12,796.04	9,475.30	74	233.56
Taylor	5	6,631.45	6,120.12	92	.36
Volusia	5	19,113.80	16,777.44	88	903.37
Wakulla	5	3,551.01	3,283.79	92	48.50
Walton	5	10,781.09	7,331.93	68	1,449.87
Washington	5	10,106.02	8,925.00	88	1,854.99

TABLE XV.—Taxation for Schools in 1904.
PART III.—County School Tax.

1904-1905 Counties.	Poll Taxes of 1904			District Taxes.			
	Assessed	Collected	Delinquent Polls Paid	No. District	Collected	Assessed	Delinquent Taxes
The State..	$59404	$40603	$7572	254	$153097.12	$139866.59	$20505.49
Alachua ...	$4027	$1754	$479	26	$8523.03	$7138.93	$2294.70
Baker	558	302	.....	1	282.77	370.67	6.29
Bradford ..	1103	973	.....	11	3280.24	4086.68	.....
Brevard ...	1056	682	66	4	8817.46	8311.93	444.83
Calhoun ...	977	560	.....	3	964.37	665.48	.....
Citrus	703	400	.....	17	3835.13	3251.04	84.66
Clay	512	553	11	7	3643.75	3630.84	15.30
Columbia ..	2759	1085	230	5	2269.27	1539.24	908.45
Dade	933	863	.....	...	.....	.....	.....
DeSoto	2154	961	170	6	2811.39	2350.18	149.45
Duval	.....	1749	555	8	24490.76	22822.63	2548.25
Escambia ..	4552	1447	781	...	.....	.....	.....
Franklin ..	641	413	269	...	.....	.....	.....
Gadsden ..	1500	1066	14	2	1555.50	1552.48	328.98
Hamilton ..	1274	731	161	3	1622.96	1458.93	67.78
Hernando .	650	245	44	11	2821.19	2986.90	.....
Hillsbor'h .	2338	2770	706	25	22548.47	20111.38	4100.12
Holmes	1250	1462	.....	...	.....	.....	.....
Jackson ...	3220	2690	.....	8	1182.23	1143.69	.....
Jefferson ..	2590	910	64	...	.....	.....	.....
Lafayette ..	716	512	.....	7	1165.65	815.39	.....
Lake	1027	843	46	14	3671.44	3373.42	442.34
Lee	605	305	194	8	3237.94	2200.28	1414.95
Leon	1328	1254	655	...	.....	.....	.....
Levy	896	612	96	13	3415.00	2035.41	1363.54
Liberty ...	311	223	.....	...	.....	.....	.....
Madison ...	2160	1309	28	1	358.62	242.13	271.71
Manatee ..	946	859	30	35	5531.49	4904.62	.....
Marion	2962	1915	252	22	9258.87	8486.14	.....
Monroe	416	371	.....	...	.....	.....	.....
Nassau	688	494	113	1	1743.15	1495.74	332.46
Orange.....	1072	1188	194	13	6235.51	4232.48	.....
Osceola ...	562	397	.....	3	956.79	918.15	.73
Pasco	591	394	14	34	4460.52	6761.67	2523.33
Polk	1497	1220	66	19	7080.00	6592.18	3021.08
Putnam ...	1046	837	247	3	465.72	471.35	.....
St. Johns...	466	250	217	...	.....	.....	.....
Santa Rosa	1259	642	56	1	92.31	12.69	12.79
Sumter	906	577	.....	3	1163.84	985.14	.....
Suwannee .	1944	1166	113	9	3334.08	3039.82	3.39
Taylor	550	405	.....	1	347.94	302.60	.....
Volusia ...	645	1000	1089	20	9336.23	9281.03	.....
Wakulla ...	710	462	.....	...	.....	.....	.....
Walton	1607	795	72	3	1505.13	1091.92	169.49
Wash'gton .	1697	957	540	7	1088.37	1203.43	.87

TABLE XVI.—School Fund Receipts of 1904.
PART I.—Their Sources.

1904-1905. Counties.	Total Receipts Except Borrowed Money	1 Cash From Last Year	2 From County Taxes	3 From Poll Taxes	4 From District Taxes
The State	$1231535.82	$164917.35	$616471.95	$48175	$160372.08
Alachua	$61871.00	$9658.51	$22516.22	$2233	$9433.63
Baker	9512.93	184.85	6772.46	302	376.96
Bradford	24627.18	3301.71	11803.70	937	4086.68
Brevard	32054.76	3620.24	14779.66	748	8756.76
Calhoun	12093.07	3944.26	5404.52	560	665.48
Citrus	16425.55	3349.98	7232.78	400	3335.70
Clay	15376.23	487.19	7619.73	564	3646.14
Columbia	24718.38	971.65	13826.04	1315	2447.69
Dade	35480.77	289.81	19657.40	863	.....
DeSoto	2755[illegible].79	4177.75	15178.03	1131	2499.63
Duval	125739.27	12424.74	68152.33	2304	25370.88
Escambia	61928.13	6231.93	33936.55	2228	.....
Franklin	7075.68	71.45	4099.51	682	.....
Gadsden	27400.66	10051.01	7772.34	1080	1881.46
Hamilton	15791.29	3631.65	5810.17	892	1526.71
Hernando	14123.82	3276.07	5791.19	289	2986.90
Hillsborough .	105545.88	11128.57	54632.53	3476	24211.50
Holmes	12008.00	2058.80	5028.41	1462	.....
Jackson	25900.24	432.37	10755.21	2690	1143.69
Jefferson	20385.33	1805.73	9198.66	974	.....
Lafayette	14880.83	6646.36	5316.90	512	815.39
Lake	26735.08	5066.73	13265.16	889	3815.76
Lee	14334.49	1221.91	7147.61	499	3615.25
Leon	25069.86	1665.49	13513.74	1909	.....
Levy	19325.20	270.31	11108.80	708	3398.95
Liberty	6752.48	2475.03	3074.00	223	.....
Madison	23843.96	2760.94	12790.97	1337	513.84
Manatee	28970.79	6391.25	13809.63	889	4904.62
Marion	45845.71	2516.03	20623.78	2167	8486.14
Monroe	11829.79	2481.55	7157.35	371	.....
Nassau	20860.02	1182.57	14535.70	607	1828.20
Orange	40299.84	8180.97	22797.83	1382	4232.48
Osceola	14128.29	2039.90	7959.33	397	918.88
Pasco	22289.23	.....	10077.03	408	9285.00
Polk	48815.73	6499.55	22520.74	1286	9613.26
Putnam	21342.68	1251.71	13914.94	1084	471.35
St. Johns	21949.48	4593.00	13177.24	467	.....
Santa Rosa ...	14437.10	541.12	8224.64	698	25.48
Sumter	16713.86	2877.09	9084.89	577	985.14
Suwannee	21923.16	829.34	9708.86	1279	3043.21
Taylor	8798.43	154.95	6120.48	405	302.60
Volusia	47103.66	11935.40	17680.81	2089	9281.03
Wakulla	5798.46	476.25	3332.29	462	.....
Walton	20630.11	6810.83	8781.80	867	1261.41
Washington ..	22641.62	4950.80	10779.99	1497	1204.30

TABLE XVI.—School Fund Receipts of 1904.
PART II.—Their Sources.

1904-1905. Counties.	From State Apportionment			8 Tuition Non-Resident Pupils	9 Examination Fees	10 Other Sources
	5 Interest Fund	6 One-Mill Tax	7 State Aid to High Schools			
The State ..	$33789.47	$119203.80	$4836o	$1275.07	$1550	$37421.10
Alachua	$1738.00	$6213.35	$3240	$141.60	$21	$6675.69
Baker	*293.60	1049.62	360	.....	34	433.04
Bradford ...	689.20	2463.89	1280	.....	29	.....
Brevard	373.20	1334.19	1120	59.49	38	1225.22
Calhoun	242.80	868.01	400	.....	8	.....
Citrus	249.20	890.89	960	.....	7	.....
Clay	332.80	1189.76	960	431.68	15	129.93
Columbia ...	980.00	3504.93	960	.....	35	678.07
Dade	*496.80	1776.06	2840	.....	35	19.50
DeSoto	754.40	2696.98	1080	.....	33	7.00
Duval	2188.40	7823.53	1560	82.50	96	5736.89
Escambia ..	1459.60	5218.07	2200	18.50	70	10565.48
Franklin ...	273.60	978.12	960	.....	11	.....
Gadsden ...	1160.80	4149.86	360	.....	47	898.19
Hamilton ...	588.80	2104.96	1160	.....	77	.....
Hernando ..	532.51	413.60	800	.....	9	25.55
Hillsbor'h ..	1976.40	7145.63	2840	.....	43	92.25
Holmes	533.20	1906.19	960	.....	59	.40
Jackson	1879.20	6718.14	960	.....	127	1194.63
Jefferson ..	1213.60	4338.62	1520	.....	41	1293.72
Lafayette ..	585.90	995.28	.....	.....	9	.....
Lake	520.40	1860.43	1160	126.10	26	5.50
Lee	217.60	777.94	600	47.70	11	196.50
Leon	1264.40	4520.23	1520	.....	77	600.00
Levy	543.20	1941.94	1920	.....	34	.....
Liberty	203.60	727.87	.....	.....	12	36.98
Madison	1314.80	4700.41	360	.....	18	48.00
Manatee ...	1014.17	1693.12	.....	.....	39	230.00
Marion	1823.80	6537.96	3600	.....	91	.....
Monroe	393.20	1405.69	.....	.....	21	.....
Nassau	504.89	1804.66	360	.....	27	10.00
Orange	796.00	2848.56	.....	.....	62	.....
Osceola	266.00	950.95	800	.....	9	787.23
Pasco	316.00	1129.70	760	.....	35	278.50
Polk	974.80	3484.91	1960	.....	39	2437.47
Putnam	652.00	2330.90	1320	133.00	34	150.78
St. Johns ...	467.00	1670.24	1360	41.00	30	144.00
Santa Rosa..	716.80	2562.56	1160	.....	5	503.50
Sumter	423.20	1512.94	560	.....	15	678.60
Suwannee ..	978.40	3497.78	960	.....	32	1594.57
Taylor	328.40	1174.19	200	.....	11	101.81
Volusia	766.40	2739.88	2280	.....	17	314.14
Wakulla ...	289.60	1035.32	200	.....	3	.....
Walton	600.00	2145.00	.....	68.50	22	73.57
Wash'gton .	663.20	2370.94	760	125.00	36	254.39

*—Apportioned and collected, but not reported—possibly included in some other item.

TABLE XVII.—Summary of Expenditures of Public School Funds.

1904-1905 Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.
The State	$1,130,947.94	$98,473.39
Alachua	42,621.24	.....
Baker	7,156.04	.....
Bradford	18,238.90	.....
Brevard	31,958.66	.....
Calhoun	7,978.01	53.00
Citrus	14,016.07	2,500.00
Clay	14,955.76	.....
Columbia	27,074.95	5,432.15
Dade	30,913.06	.....
DeSoto	39,385.43	13,594.00
Duval	121,317.61	31,297.88
Escambia	79,512.33	19,818.50
Franklin	10,999.42	3,550.00
Gadsden	13,495.21	.....
Hamilton	13,872.53	.....
Hernando	14,528.63	4,000.00
Hillsborough	101,449.60	4,189.92
Holmes	9,984.46	.....
Jackson	22,310.31	.....
Jefferson	15,551.26	.....
LaFayette	6,583.52	.....
Lake	25,299.96	3,500.00
Lee	17,771.16	3,460.00
Leon	20,708.92	378.79
Levy	17,627.77	1,742.00
Liberty	3,427.25	.....
Madison	19,080.98	.....
Manatee	21,550.68	.....
Marion	46,458.51	.....
Monroe	23,301.60	.....
Nassau	16,286.22	.....
Orange	35,767.51	.....
Osceola	17,732.03	3,562.50
Pasco	15,178.45	.....
Polk	39,343.48	.....
Putnam	17,696.17	.....
St. Johns	19,634.05	.....
Santa Rosa	15,973.33	23.95
Sumter	12,645.06	.....
Suwannee	23,445.66	.....
Taylor	9,660.52	101.70
Volusia	33,860.82	.....
Wakulla	6,507.41	1,040.00
Walton	13,392.09	229.00
Washington	14,695.31	.....

TABLE XVII—*(Continued.)*—Summary of Expenditures of Public School Funds.

1904-1905 Counties.	Total Exxpenditures.		
	For all Purposes.	For Schools Proper.	For Administration, etc.
The State	$1,032,431.22	$ 919,247.61	$ 113,183.61
Alachua	42,621.24	36,764.80	5,856.44
Baker	7,156.53	6,248.55	907.98
Bradford	18,238.90	16,167.26	2,071.64
Brevard	31,958.66	28,151.68	3,806.98
Calhoun	7,925.01	6,914.33	1,010.68
Citrus	11,516.07	10,110.66	1,405.41
Clay	14,955.76	11,534.87	3,420.89
Columbia	21,599.75	17,648.33	3,951.42
Dade	30,913.06	28,347.77	2,565.29
DeSoto	25,791.43	23,327.92	2,463.51
Duval	90,019.73	79,600.41	10,419.32
Escambia	59,693.83	56,339.58	3,354.25
Franklin	7,449.42	6,456.60	992.82
Gadsden	13,495.21	12,185.15	1,310.06
Hamilton	13,872.46	12,644.96	1,227.50
Hernando	10,528.63	9,341.26	1,187.37
Hillsborough	97,259.68	86,779.35	10,480.33
Holmes	9,984.46	9,115.61	868.85
Jackson	22,310.31	19,997.30	2,313.01
Jefferson	15,551.26	13,865.84	1,685.42
LaFayette	6,583.52	5,199.06	1,384.46
Lake	21,799.96	19,084.64	2,715.32
Lee	14,311.16	12,189.94	2,121.22
Leon	20,330.13	18,199.18	2,130.95
Levy	15,885.77	13,139.06	2,746.71
Liberty	3,427.25	2,791.85	635.40
Madison	19,080.98	17,206.00	1,874.98
Manatee	21,550.68	19,221.52	2,329.16
Marion	46,458.51	43,940.96	2,517.55
Monroe	23,301.60	21,688.98	1,612.62
Nassau	16,286.22	14,314.90	1,971.32
Orange	35,767.51	33,098.00	2,669.51
Osceola	14,169.53	12,397.28	1,772.25
Pasco	15,178.45	12,908.15	2,270.30
Polk	39,343.48	35,575.08	3,768.40
Putnam	17,696.17	15,720.90	1,975.27
St. Johns	19,633.55	17,181.24	2,452.31
Santa Rosa	15,949.30	13,869.14	2,080.16
Sumter	12,645.06	10,903.38	1,741.68
Suwannee	23,445.66	20,020.58	3,425.08
Taylor	9,558.82	8,328.24	1,230.58
Volusia	33,860.82	30,961.75	2,899.07
Wakulla	5,467.41	4,739.51	727.90
Walton	13,163.09	11,918.45	1,244.64
Washington	14,695.31	13,107.59	1,587.72

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1904-1905 Counties.	Total	1 Salaries of Teachers	2 School Lots	3 New Buildings	4 Repairs
The State....	$919,247.61	$736,495.27	$9,009.31	$68,087.16	$23,725.27
Alachua	36,764.80	28,590.66	.....	240.00	375.25
Baker	6,248.55	4,421.04	.....	862.25	376.68
Bradford	16,167.26	13,944.75	.....	216.67	451.41
Brevard	28,151.68	15,707.50	75.00	3,344.60	3,432.90
Calhoun	6,914.33	4,964.27	.....	1,833.94	.....
Citrus	10,110.66	8,930.00	100.00	.....	521.74
Clay	11,534.87	9,094.00	.....	160.00	831.20
Columbia	17,648.33	15,747.50	.....	833.36	441.74
Dade	28,347.77	23,295.63	108.83	1,618.45	692.91
DeSoto	23,327.92	20,352.25	.....	1,351.21	191.74
Duval	79,600.41	61,554.09	900.00	1,137.62	1,340.77
Escambia ...	56,339.58	36,200.15	3,716.75	10,694.70	1,515.96
Franklin	6,456.60	5,705.00	.....	.....	128.34
Gadsden	12,185.15	11,510.68	.....	200.00	97.95
Hamilton ...	12,644.96	11,465.25	.....	640.98	499.83
Hernando ...	9,341.26	7,795.00	.....	677.31	222.58
Hillsborough .	86,779.35	66,004.55	3,476.00	7,525.90	1,138.23
Holmes	9,115.61	9,010.11	.....	.....	.....
Jackson	19,997.30	19,206.21	75.00	408.66	134.90
Jefferson	13,865.84	12,154.50	10.10	607.69	166.23
LaFayette ...	5,199.06	3,913.00	25.00	1,174.06	82.00
Lake	19,084.64	16,943.99	.....	306.98	1,044.34
Lee	12,189.94	9,245.50	.....	2,476.66	.....
Leon	18,199.18	16,448.00	12.50	525.00	128.80
Levy	13,139.06	12,650.80	.....	.....	193.75
Liberty	2,791.85	2,677.00	.....	.....	78.00
Madison	17,206.00	12,734.50	.....	3,659.54	254.93
Manatee	19,221.52	15,327.05	.....	3,175.98	346.43
Marion	43,940.96	35,830.00	.....	3,500.00	770.70
Monroe	21,688.98	10,135.00	.....	9,500.00	465.25
Nassau	14,314.90	11,793.50	.....	794.00	1,101.82
Orange	33,098.00	25,408.00	147.20	1,053.60	768.50
Osceola	12,397.28	9,734.75	.....	524.50	722.59
Pasco	12,908.15	9,872.50	.....	804.93	184.40
Polk	35,575.08	31,378.83	6.93	812.49	1,044.48
Putnam	15,720.90	15,305.25	.....	.....	91.52
St. Johns....	17,181.24	12,989.80	350.00	942.37	445.43
Santa Rosa...	13,869.14	12,066.75	.....	1,009.73	130.35
Sumter	10,903.38	10,077.75	.....	90.55	671.33
Suwannee ...	20,020.58	16,439.89	6.00	1,623.04	458.70
Taylor	8,328.24	6,230.67	.....	1,142.87	900.00
Volusia	30,961.75	25,558.12	.....	1,821.50	970.79
Wakulla	4,739.51	4,401.25	.....	277.66	25.00
Walton	11,918.45	11,366.50	.....	.....	70.00
Washington .	13,107.59	12,313.73	.....	518.36	215.60

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1904-1905 Counties.	5 Furniture	6 Apparatus	7 Insurance	8 Rents	9 Janitors
The State	$11,000.07	$3,311.84	$3,433.13	$2,348.32	$8,683.06
Alachua	102.90	.....	175.50	.....	178.00
Baker	239.65	.....	.....	.....	.....
Bradford	402.59	486.00	37.75	.....	48.00
Brevard	664.50	24.00	72.70	12.00	123.90
Calhoun	111.12	.....	.....	.....	.....
Citrus	99.72	10.36	.....	.....	.....
Clay	107.74	.75	.....	13.00	126.55
Columbia	.....	.....	.....	.....	128.00
Dade	354.13	161.43	149.82	120.35	320.83
DeSoto	871.75	51.30	39.20	28.00	40.00
Duval	271.52	.....	495.00	546.00	2,072.88
Escambia	802.62	157.73	376.90	585.97	1,022.80
Franklin	20.30	.....	160.05	.....	167.00
Gadsden	93.42	.....	28.00	.....	72.00
Hamilton	.....	.....	.....	.....	.....
Hernando	193.29	.....	60.00	.....	64.00
Hillsborough	629.03	185.05	120.00	490.00	1,263.70
Holmes	100.00	.....	.....	.....	.....
Jackson	17.75	28.40	15.00	.....	41.90
Jefferson	134.52	.....	5.15	.....	32.00
LaFayette	5.00	.....	.....	.....	.....
Lake	39.61	13.85	45.00	.....	143.15
Lee	105.87	74.76	.....	20.35	.....
Leon	63.78	.....	257.00	170.00	149.15
Levy	125.62	.....	.....	.....	.....
Liberty	4.00	.....	.....	.....	.....
Madison	189.85	.....	37.00	2.50	.....
Manatee	89.00	9.20	75.00	.....	.....
Marion	83.05	278.45	316.39	.....	240.00
Monroe	605.28	.....	.....	200.00	645.00
Nassau	106.16	.....	64.50	75.00	77.70
Orange	353.43	1,450.00	.....	.....	323.37
Osceola	174.80	.....	17.25	.....	94.00
Pasco	367.20	24.00	85.00	.....	66.75
Polk	622.23	55.00	345.00	.....	7.00
Putnam	148.00	.....	.....	.....	.....
St. Johns	466.98	146.60	87.17	.....	351.50
Santa Rosa	334.06	.....	.....	60.00	.....
Sumter	.....	5.75	.....	.....	.....
Suwannee	868.33	.....	180.75	.....	160.00
Taylor	.....	.....	.....	.....	.....
Volusia	700.46	118.21	188.00	25.25	688.88
Wakulla	35.60	.....	.....	.....	.....
Walton	278.31	31.00	.....	.....	35.00
Washington	16.90	.....	.....	.....	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, etc.

1904-1905 Counties.	10 Fuel	11 Free Books	12 Transportation of Pupils	13 School Incidentals
The State	$3,629.98	$2,797.52	$22,141.93	$24,584.75
Alachua	62.20	.....	.....	7,040.29
Baker	5.00	.....	.....	343.93
Bradford	24.50	70.00	28.50	457.09
Brevard	4.00	627.51	2,366.00	1,697.07
Calhoun	.....	.....	.....	5.00
Citrus	.....	353.74	95.10	.....
Clay	65.00	14.00	1,056.85	65.78
Columbia	58.25	.....	155.00	284.48
Dade	29.84	.....	1,216.44	279.21
DeSoto	17.00	174.92	169.40	40.95
Duval	1,349.12	.....	6,151.72	3,781.69
Escambia	759.84	10.98	.....	495.18
Franklin	152.75	.....	.....	123.16
Gadsden	.....	.....	95.00	88.10
Hamilton	.....	.....	.....	38.90
Hernando	8.50	240.03	.....	80.55
Hillsborough	159.40	32.86	3,610.21	2,144.42
Holmes	.....	.....	.....	5.50
Jackson	49.15	.....	.....	20.33
Jefferson	.....	.....	649.15	106.50
LaFayette	.....	.....	.....	.....
Lake	28.05	20.87	46.14	452.66
Lee	52.00	.....	214.80	.....
Leon	98.50	.....	132.75	213.70
Levy	20.05	.....	.....	148.84
Liberty	3.00	15.00	.....	14.85
Madison	.....	.....	.....	327.68
Manatee	12.50	43.61	.....	142.75
Marion	60.00	.....	870.00	1,992.37
Monroe	.....	10.00	.....	128.45
Nassau	113.50	.....	.....	188.72
Orange	115.00	29.90	2,383.75	1,065.25
Osceola	18.00	628.39	399.85	83.15
Pasco	14.15	247.50	1,051.60	190.12
Polk	.....	86.06	296.90	290.16
Putnam	.....	.....	159.30	16.83
St. Johns	160.46	99.38	689.50	452.05
Santa Rosa	.....	.....	.....	268.25
Sumter	.....	.....	.....	58.00
Suwannee	.....	16.40	267.47	.....
Taylor	.....	.....	.....	54.70
Volusia	187.47	54.17	36.50	612.40
Wakulla	.....	.....	.....	.....
Walton	2.75	22.20	.....	112.69
Washington	.....	.....	.....	43.00

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1904-1905 Counties.	Total	1 Salary of Superintendents	2 Traveling Expenses of Superintendents
The State	$113,183.61	$ 35,851.20	$ 1,847.51
Alachua	5,856.44	1,300.00	.....
Baker	907.98	391.84	10.25
Bradford	2,071.64	690.00	.....
Brevard	3,806.98	900.00	.....
Calhoun	1,010.68	420.00	70.00
Citrus	1,405.41	720.00	20.00
Clay	3,420.89	700.00	20.00
Columbia	3,951.42	759.90	33.77
Dade	2,565.29	710.89	66.81
DeSoto	2,463.51	900.00	18.50
Duval	10,419.32	1,575.00	218.72
Escambia	3,354.25	1,500.00	.....
Franklin	992.82	300.00	155.00
Gadsden	1,310.06	735.00	.....
Hamilton	1,227.50	540.00	.....
Hernando	1,187.37	660.00	35.00
Hillsborough	10,480.33	1,800.00	265.00
Holmes	868.85	460.00	.....
Jackson	2,313.01	900.00	7.95
Jefferson	1,685.42	720.00	8.65
LaFayette	1,384.46	480.00	23.00
Lake	2,715.32	1,080.00	200.00
Lee	2,121.22	490.00	80.95
Leon	2,130.95	1,037.50	.....
Levy	2,746.71	900.00	20.15
Liberty	635.40	194.05	12.00
Madison	1,874.98	915.00	.....
Manatee	2,329.16	700.00	.....
Marion	2,517.55	1,025.00	37.10
Monroe	1,612.62	785.00	39.00
Nassau	1,971.32	600.00	.....
Orange	2,669.51	1,500.00	179.00
Osceola	1,772.25	600.00	.....
Pasco	2,270.30	720.00	23.00
Polk	3,768.40	1,000.00	.....
Putnam	1,975.27	900.00	27.46
St. Johns	2,452.31	840.00	82.10
Santa Rosa	2,080.16	855.00	25.00
Sumter	1,741.68	720.00	.....
Suwannee	3,425.08	880.02	.....
Taylor	1,230.58	445.00	.....
Volusia	2,899.07	1,000.00	169.10
Wakulla	727.90	300.00	.....
Walton	1,244.64	600.00	.....
Washington	1,587.72	602.00	.....

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—*(Continued.)*—Cost of Officials.

1904-1905 Counties.	3 Per Diem and Mileage of School Boards	4 Incidental Expenses of Supt. and Boards	5 Commission Paid Treasurer
The State	$10,427.58	$ 5,435.63	$17,736.35
Alachua	368.90	310.03	1,009.23
Baker	137.20	88.94	139.46
Bradford	175.90	23.55	317.96
Brevard	477.60	184.10	583.26
Calhoun	164.40	48.78	204.90
Citrus	146.20	122.85	217.13
Clay	205.80	32.80	196.45
Columbia	198.40	73.15	433.30
Dade	363.58	743.57	471.54
DeSoto	194.25	58.68	776.30
Duval	262.00	404.65	2,110.35
Escambia	260.00	136.27	.....
Franklin	224.11	35.50	20.66
Gadsden	159.00	.....	270.91
Hamilton	205.40	83.74	280.03
Hernando	148.60	60.49	126.18
Hillsborough	328.00	253.82	1,572.88
Holmes	170.60	20.35	189.90
Jackson	341.90	48.28	459.48
Jefferson	175.00	102.10	315.11
Lafayette	266.60	7.50	102.43
Lake	249.80	83.52	522.44
Lee	219.00	45.84	224.03
Leon	142.40	36.75	439.35
Levy	234.80	106.61	250.01
Liberty	171.00	.....	89.72
Madison	274.40	35.20	398.83
Manatee	130.20	91.96	289.66
Marion	205.50	63.95	528.90
Monroe	75.00	.....	278.62
Nassau	227.20	101.18	364.16
Orange	611.09	43.75	34.26
Osceola	260.00	.....	311.29
Pasco	195.90	157.34	439.64
Polk	216.00	248.39	570.91
Putnam	212.80	128.09	392.27
St. Johns	111.00	550.46	373.36
Santa Rosa	230.20	180.67	240.57
Sumter	145.40	24.43	182.54
Suwannee	277.70	261.45	465.05
Taylor	196.00	20.00	132.58
Volusia	442.75	234.22	672.78
Wakulla	191.20	58.16	141.74
Walton	204.00	89.51	272.08
Washington	230.80	35.00	324.00

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1904-1905 Counties.	6 Interest on Debt and Loans	7 Institutes and Summer Schools	8 Undistributed Books, etc.	9 Printing
The State	$ 18,459.88	$ 794.05	$ 7,237.25	$ 2,748.18
Alachua	$ 2,190.37	$ 63.00	.....	$ 55.45
Baker	.....	37.50	.....	52.70
Bradford	.....	.....	595.00	79.75
Brevard	555.53	170.80	.....	147.50
Calhoun	.....	45.00	.....	35.00
Citrus	.....	.....	.....	117.10
Clay	177.43	.....	817.26	64.95
Columbia	335.57	.....	2,023.63	48.50
Dade	15.96	.....	.....	93.47
DeSoto	325.33	.....	.....	54.25
Duval	4,954.40	56.50	351.00	88.33
Escambia	1,163.86	.....	.....	187.60
Franklin	105.80	.....	.....	27.00
Gadsden	.....	.....	.....	79.20
Hamilton	.....	.....	.....	50.00
Hernando	80.00	.....	.....	47.50
Hillsborough	3,118.89	277.75	441.97	82.00
Holmes	.....	.....	.....	16.00
Jackson	277.14	.....	.....	78.00
Jefferson	.....	.....	.....	24.50
Lafayette	.....	.....	.....	80.62
Lake	476.39	.....	13.40	48.28
Lee	36.67	.....	578.58	37.50
Leon	26.95	.....	.....	104.00
Levy	444.21	3.00	500.00	20.00
Liberty	.....	.....	38.53	.....
Madison	139.47	.....	.....	73.48
Manatee	619.48	.....	224.46	89.35
Marion	299.00	103.00	.....	103.50
Monroe	414.00	.....	.....	.....
Nassau	74.48	.....	368.60	86.50
Orange	.....	.....	4.43	87.15
Osceola	251.56	.....	.....	103.10
Pasco	221.77	.....	409.70	47.75
Polk	884.67	.....	.....	.....
Putnam	133.95	37.50	.....	40.00
St. Johns	.....	.....	.....	.....
Santa Rosa	222.35	.....	17.81	73.60
Sumter	68.24	.....	.....	35.25
Suwannee	626.58	.....	852.88	.....
Taylor	201.00	.....	.....	55.55
Volusia	18.83	.....	.....	112.40
Wakulla	.....	.....	.....	24.00
Walton	.....	.....	.....	32.00
Washington	.....	.....	.....	65.35

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II—*(Continued.)*—Other Expenditures.

1904-1905 Counties.	10 Expenses of Examinations	11 Tuition of County Line Pupils	12 All Other Purposes
The State	$ 2,250.87	$ 836.17	$ 9,558.94
Alachua	80.00	.....	479.46
Baker	49.60	.....	.....
Bradford	26.50	100.00	62.98
Brevard	107.50	.....	680.69
Calhoun	15.00	.....	7.60
Citrus	62.13	.....	.....
Clay	42.30	68.00	1,095.90
Columbia	45.20	.....	.....
Dade	99.67	.....	.....
DeSoto	39.60	47.65	48.95
Duval	122.55	.....	275.82
Escambia	80.30	.....	26.22
Franklin	.....	19.75	105.00
Gadsden	57.50	.....	8.45
Hamilton	68.40	.....	.....
Hernando	29.60	.....	.....
Hillsborough	57.10	.....	2,282.92
Holmes	12.00	.....	.....
Jackson	80.65	.....	113.61
Jefferson	106.30	.....	233.76
Lafayette	21.30	.....	403.01
Lake	32.15	.....	9.34
Lee	25.50	.....	383.15
Leon	108.20	.....	235.80
Levy	37.30	.....	230.63
Liberty	45.70	.....	84.40
Madison	38.60	.....	.....
Manatee	57.55	.....	126.50
Marion	99.35	.....	52.25
Monroe	21.00	.....	.....
Nassau	77.20	72.00	.....
Orange	.....	74.83	135.00
Osceola	16.20	19.35	210.75
Pasco	55.20	.....	.....
Polk	113.45	.....	734.98
Putnam	48.20	55.00	.....
St. Johns	37.70	75.00	382.69
Santa Rosa	48.70	.....	186.26
Sumter	17.60	.....	548.22
Suwannee	61.40	.....	.....
Taylor	6.00	.....	174.45
Volusia	38.90	144.59	65.50
Wakulla	12.80	.....	.....
Walton	27.90	.....	19.15
Washington	15.07	160.00	155.50

TABLE XX.—Showing Financial Condition of County Boards July 1, 1905.

1904-1905 Counties.	Total Indebtedness	Net Indebtedness	Net Cash on hand
The State	$310,976.89	$220,987.15	$103,936.48
Alachua	49,704.68	44,703.05	.....
Baker	416.68	.....	2,356.89
Bradford	.....	.....	5,858.28
Brevard	4,045.19	1,381.59	.....
Calhoun	.....	.....	4,115.06
Citrus	83.00	.....	4,909.48
Clay	2,110.43	.....	420.47
Columbia	3,970.95	3,205.06	.....
Dade	14,028.39	13,964.95	.....
DeSoto	5,900.45	239.40	.....
Duval	60,839.21	59,223.06	.....
Escambia	25,467.30	21,583.86	.....
Franklin	373.74	373.74	.....
Gadsden	58.88	.....	13,905.45
Hamilton	942.21	.....	1,132.88
Hernando	334.76	.....	2,920.12
Hillsborough	52,699.22	24,096.44	.....
Holmes	9,857.99	7,408.45	.....
Jackson	.....	.....	3,405.73
Jefferson	.....	.....	4,226.79
Lafayette	364.85	.....	6,955.10
Lake	2,446.33	310.51	.....
Lee	.....	.....	23.33
Leon	903.46	.....	4,074.73
Levy	3,061.92	3,049.70	.....
Liberty	119.69	.....	3,325.23
Madison	900.00	.....	3,862.98
Manatee	6,077.55	.....	2,671.55
Marion	5,204.53	2,125.19	.....
Monroe	17,889.86	17,766.24	.....
Nassau	778.12	.....	3,237.25
Orange	6,481.93	.....	1,699.04
Osceola	4,350.55	1,408.99	.....
Pasco	3,497.34	3,497.34	.....
Polk	10,548.00	6,377.17	.....
Putnam	483.62	.....	2,319.21
St. Johns	713.39	.....	1,741.97
Santa Rosa	4,847.83	2,351.28	.....
Sumter	1,194.71	.....	3,000.27
Suwannee	7,285.41	6,259.99	.....
Taylor	1,689.57	1,661.14	.....
Volusia	.....	.....	13,242.84
Wakulla	.....	.....	291.05
Walton	380.85	.....	6,954.52
Washington	924.30	.....	7,086.26

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1904-1905 Counties.	Total Receipts Except Borrowed Money	Borrowed Money	Warrants of 1905 Not Paid July 1.
The State	$1,231,536.82	$ 68,992.94	$ 171,683.66
Alachua	61,871.00	.....	11,718.39
Baker	9,512.93	.....	416.68
Bradford	24,627.18	.....	.....
Brevard	32,054.76	.....	4,043.24
Calhoun	12,093.07	.....	.....
Citrus	16,425.55	2,500.00	83.00
Clay	15,376.23	.....	2,110.43
Columbia	24,718.38	5,432.15	.....
Dade	25,480.77	.....	13,926.22
DeSoto	27,557.79	13,500.00	5,238.95
Duval	125,739.27	.....	18,769.43
Escambia	61,928.13	27,018.50	1,267.30
Franklin	7,075.68	3,550.00	373.74
Gadsden	27,400.66	.....	58.88
Hamilton	15,791.29	.....	942.21
Hernando	14,123.82	4,000.00	334.76
Hillsborough	105,546.88	2,885.29	32,525.08
Holmes	12,008.00	.....	8,020.30
Jackson	25,900.24	.....	.....
Jefferson	20,385.33	.....	.....
Lafayette	14,880.83	.....	364.85
Lake	26,735.08	.....	2,446.33
Lee	14,334.49	3,460.00	.....
Leon	25,069.86	.....	751.40
Levy	19,925.20	1,742.00	2,914.40
Liberty	6,752.48	.....	119.69
Madison	23,843.96	.....	.....
Manatee	28,970.79	.....	6,077.55
Marion	45,845.71	.....	5,204.53
Monroe	11,829.79	.....	13,119.36
Nassau	20,860.02	.....	778.12
Orange	40,299.84	.....	6,481.93
Osceola	14,128.29	3,500.00	4,349.41
Pasco	22,289.23	.....	3,544.86
Polk	48,815.73	.....	10,548.00
Putnam	21,342.68	405.00	483.62
St. Johns	21,949.48	.....	713.39
Santa Rosa	14,437.10	.....	4,764.00
Sumter	16,713.86	.....	1,194.71
Suwannee	21,923.16	.....	5,169.25
Taylor	8,798.43	.....	1,689.57
Volusia	47,103.66	.....	.....
Wakulla	5,798.46	1,000.00	.....
Walton	20,630.11	.....	380.65
Washington	22,641.62	.....	759.23

* Total debits, or sum of the three columns, $1,472,213.42.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits.—The Sum of These Three Columns Equals the Sum of the Three Columns in Part 1.

1904-1905 Counties.	Total Expenditures Except Payment of Debts	Loans, Old Debts and Warrants Paid	Cash on Hand.
The State	$1,032,474.55	$ 245,812.65	$ 193,926.22
Alachua	42,621.24	25,966.52	5,001.63
Baker	7,156.04	.....	2,773.57
Bradford	18,238.90	530.00	5,858.28
Brevard	31,958.66	1,475.74	2,663.60
Calhoun	7,925.01	53.00	4,115.06
Citrus	11,516.07	2,500.00	4,992.48
Clay	14,995.76	.....	2,530.90
Columbia	21,642.80	7,741.84	765.89
Dade	30,913.06	8,430.49	63.44
DeSoto	25,791.43	14,844.26	5,661.05
Duval	90,019.73	52,872.82	1,616.15
Escambia	59,693.83	26,636.66	3,883.44
Franklin	7,449.42	3,550.00	.....
Gadsden	13,495.21	.....	13,964.33
Hamilton	13,872.53	785.88	2,075.09
Hernando	10,528.63	4,675.07	3,254.88
Hillsborough	97,259.68	15,094.79	28,602.78
Holmes	9,984.46	7,594.30	2,449.54
Jackson	22,310.31	184.20	3,405.73
Jefferson	15,551.26	607.28	4,226.79
Lafayette	6,583.52	1,342.21	7,319.95
Lake	21,799.96	5,245.63	2,135.82
Lee	14,311.16	3,460.00	23.33
Leon	20,330.13	512.94	4,978.19
Levy	15,885.77	8,683.61	12.22
Liberty	3,427.25	.....	3,444.92
Madison	19,080.98	.....	4,762.98
Manatee	21,550.68	4,748.56	8,749.10
Marion	46,458.51	1,512.39	3,079.34
Monroe	23,301.60	1,523.93	123.62
Nassau	16,286.22	1,336.55	4,015.37
Orange	35,767.51	2,833.29	8,180.97
Osceola	14,169.53	4,866.61	2,941.56
Pasco	15,178.45	10,655.64	.....
Polk	39,343.48	15,849.42	4,170.83
Putnam	17,696.17	1,532.30	3,002.83
St. Johns	19,634.05	573.46	2,455.36
Santa Rosa	15,949.38	755.17	2,496.55
Sumter	12,645.06	1,068.53	4,194.98
Suwannee	23,445.66	2,621.33	1,025.42
Taylor	9,558.82	900.75	28.43
Volusia	33,860.82	.....	13,242.84
Wakulla	5,467.41	1,040.00	291.05
Walton	13,163.09	512.50	7,335.37
Washington	14,695.31	694.98	8,010.56

* Total credits, or sum of the three columns, $1,472,213.42.

TABLE XXII.—Total Cost of White Schools.

1904-1905 Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on Enrollment.
The State	$ 863,158.89	$ 786,583.39	$ 76,575.50
Alachua	35,419.07	32,401.36	3,017.71
Baker	6,247.11	5,442.73	804.81
Bradford	16,286.37	14,664.26	1,622.11
Brevard	29,428.51	26,432.18	2,996.33
Calhoun	7,059.41	6,256.33	803.08
Citrus	11,201.63	9,950.66	1,250.97
Clay	12,956.57	10,118.52	2,838.05
Columbia	16,209.37	14,217.82	1,991.55
Dade	25,379.26	23,583.68	1,795.58
DeSoto	25,169.92	22,827.92	2,342.00
Duval	64,251.99	58,684.71	5,567.28
Escambia	48,549.27	43,367.64	2,181.63
Franklin	5,618.50	5,029.40	589.10
Gadsden	9,919.44	9,427.65	491.79
Hamilton	12,704.40	11,842.64	861.70
Hernando	9,456.06	8,666.26	789.80
Hillsborough	89,820.62	81,219.46	8,601.16
Holmes	9,722.07	8,875.61	846.46
Jackson	16,611.99	15,474.30	1,137.69
Jefferson	11,140.87	10.780.12	360.75
Lafayette	6,353.79	5,075.31	1,278.48
Lake	19,069.27	17,127.14	1,942.13
Lee	13,683.78	11,674.94	2,008.84
Leon	12,445.41	12,003.38	442.03
Levy	13,653.03	11,715.96	1,937.07
Liberty	2,800.75	2,369.85	430.90
Madison	15,471.68	14,641.05	830.63
Manatee	20,650.94	18,571.52	2,079.42
Marion	34,182.81	33,130.96	1,051.85
Monroe	19,768.01	18,717.31	1,050.70
Nassau	11,036.67	9,978.51	1,058.16
Orange	30,973.81	29,268.00	1,705.81
Osceola	13,549.01	11,958.53	1,590.48
Pasco	14,258.10	12,248.15	2,009.95
Polk	35,825.66	32,636.08	3,189.58
Putnam	13,674.78	12,653.40	1,021.38
St. Johns	13,811.29	12,227.56	1,583.73
Santa Rosa	14,611.12	12,881.31	1,729.81
Sumter	9,963.49	8,794.08	1,169.41
Suwannee	19,086.19	17,048.89	2,037.30
Taylor	9,131.98	8,028.24	1,103.74
Volusia	27,853.20	26,074.31	1,778.89
Wakulla	4,272.57	3,844.51	428.06
Walton	11,744.60	10,688.45	1,056.15
Washington	12,124.27	10,952.70	1,171.57

TABLE XXIII.—Total Cost of Negro Schools.

1904-1905 Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on Enrollment
The State	$ 169,272.33	$ 132,664.22	$ 36,608.11
Alachua	7,202.17	4,363.44	2,838.73
Baker	908.99	805.82	103.17
Bradford	1,952.53	1,503.00	449.53
Brevard	2,530.15	1,719.50	810.65
Calhoun	865.60	658.00	207.60
Citrus	314.44	160.00	154.44
Clay	1,999.19	1,416.35	582.84
Columbia	5,390.38	3,430.51	1,959.87
Dade	5,533.80	4,764.09	769.71
DeSoto	621.51	500.00	121.51
Duval	25,767.74	20,915.70	4,852.04
Escambia	11,144.56	9,971.94	1,172.62
Franklin	1,830.92	1,427.20	403.72
Gadsden	3,575.77	2,757.50	818.27
Hamilton	1,168.13	802.32	365.80
Hernando	1,072.57	675.00	397.57
Hillsborough	7,439.06	5,559.89	1,879.17
Holmes	262.39	240.00	22.39
Jackson	5,698.32	4,523.00	1,175.32
Jefferson	4,410.39	3,085.72	1,324.67
Lafayette	229.73	123.75	105.98
Lake	2,730.69	1,957.50	773.19
Lee	617.38	505.00	112.38
Leon	7,884.72	6,195.80	1,688.92
Levy	2,232.74	1,423.10	809.64
Liberty	626.50	422.00	204.50
Madison	3,609.30	2,564.95	1,044.35
Manatee	899.74	650.00	249.74
Marion	12,275.70	10,810.00	1,465.70
Monroe	3,533.59	2,971.67	561.92
Nassau	5,249.55	4,336.39	913.16
Orange	4,793.70	3,830.00	963.70
Osceola	620.52	438.75	181.77
Pasco	920.35	660.00	260.35
Polk	3,517.82	2,939.00	578.82
Putnam	4,021.39	3,067.50	953.89
St. Johns	5,822.26	4,953.68	868.58
Santa Rosa	1,338.18	987.83	350.35
Sumter	2,681.57	2,109.30	572.27
Suwannee	4,359.47	2,971.69	1,387.78
Taylor	426.84	300.00	126.84
Volusia	6,007.62	4,887.44	1,120.18
Wakulla	1,194.84	895.00	299.84
Walton	1,418.49	1,230.00	188.49
Washington	2,571.04	2,154.89	416.15

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupils Enrolled.

1904-1905 Counties.	Per Capita of Total Population.	Per Youth School Age			Per Pupil Enrolled		
		Both Races	White.	Negro.	Both Races	White.	Negro.
The State	$ 1.71	$ 5.54	$ 7.90	$ 2.24	$ 8.10	$10.78	$ 3.57
Alachua	1.27	4.21	8.82	1.18	6.71	10.83	2.34
Baker	1.83	5.53	5.68	4.66	5.98	5.89	6.68
Bradford	1.47	4.07	4.64	2.02	5.96	6.80	2.94
Brevard	4.61	16.80	19.21	6.84	21.54	25.20	8.01
Calhoun	1.40	5.25	6.79	1.85	7.94	8.90	4.22
Citrus	1.62	7.54	10.15	.74	14.06	15.37	3.49
Clay	2.60	9.15	10.42	5.10	12.80	13.37	10.05
Columbia	1.12	4.27	6.03	2.28	5.41	8.06	2.72
Dade	4.06	18.43	16.64	7.96	14.70	17.24	8.77
DeSoto	2.23	6.44	6.56	3.77	8.71	8.94	4.26
Duval	1.94	7.13	12.42	3.42	10.86	14.51	6.68
Escambia	1.89	7.01	9.49	3.25	10.82	13.53	5.78
Franklin	1.46	6.46	8.15	3.94	8.53	10.85	5.16
Gadsden	.83	2.25	5.26	.89	3.26	6.39	1.38
Hamilton	1.35	4.85	6.57	1.26	5.57	7.27	1.57
Hernando	2.66	8.55	13.84	1.96	11.87	16.03	3.61
Hillsborough	2.01	7.77	9.24	2.66	12.80	14.48	5.46
Holmes	1.14	2.80	3.08	.63	4.36	4.36	4.45
Jackson	.85	3.03	4.22	1.66	3.46	5.23	1.74
Jefferson	.81	2.14	7.48	.76	3.80	12.73	1.37
Lafayette	1.15	4.33	4.55	1.84	5.31	5.54	2.42
Lake	2.91	10.36	13.08	4.22	11.31	13.83	4.97
Lee	3.78	13.86	14.08	10.29	15.80	15.95	12.86
Leon	1.06	2.86	12.95	1.28	4.52	13.35	2.21
Levy	1.74	5.69	7.35	2.39	7.99	9.69	3.81
Liberty	1.20	4.77	6.57	2.15	6.57	7.91	3.73
Madison	1.19	3.37	7.02	1.04	4.19	7.67	1.42
Manatee	2.78	8.30	8.77	3.70	11.97	12.85	4.66
Marion	1.77	5.79	10.52	2.57	7.94	13.98	3.63
Monroe	1.14	3.68	4.39	1.94	12.89	16.78	3.00
Nassau	1.52	5.34	6.60	3.81	8.09	10.22	5.63
Orange	2.62	7.67	10.72	2.70	11.92	16.16	4.43
Osceola	3.95	10.07	10.78	4.14	11.72	12.49	5.00
Pasco	2.51	8.81	9.52	4.09	12.17	12.91	6.48
Polk	2.34	7.27	8.19	3.38	10.46	11.25	6.09
Putnam	1.57	5.51	8.73	2.44	7.37	11.02	3.47
St. Johns	1.85	6.98	7.24	6.45	10.97	11.95	9.18
Santa Rosa	1.39	3.69	4.20	1.59	6.22	6.86	3.10
Sumter	2.23	6.50	7.67	4.16	7.53	8.85	4.86
Suwannee	1.35	3.62	5.89	1.35	5.02	6.88	2.20
Taylor	1.82	5.85	6.28	2.40	6.99	7.44	3.03
Volusia	2.83	9.21	11.58	4.71	11.52	15.44	5.29
Wakulla	1.06	4.09	5.79	2.00	4.79	6.37	2.54
Walton	1.13	3.07	3.38	1.76	4.63	4.86	3.29
Washington	1.27	3.52	3.60	3.19	4.91	5.49	2.75

TABLE XXV.—Cost of Schools and County Superintendents. (a) Per Capita Cost Per Pupil in Daily Attendance. (b) Cost of County Superintendent. Percentage Cost of All Teachers. (c) Visits to Schools by County Superintendents.

1904-1905 Counties.	Cost of Schools per Pupil in Daily Attendance			County Superintendent			
				Per Ct. His C'st is of all Teachers.	Visits to Schools 1 Hour or More in Length		
	Both Races	White			For all Schools	To White Schools	To Color'd Schools
The State	$12.27	$16.63	$ 5.26	.049	2,124	1,702	422
Alachua	10.10	15.85	3.63	.045	9	9	.....
Baker	10.05	10.11	9.67	.089	10	10	.....
Bradford	9.84	11.47	4.51	.049	53	44	9
Brevard	32.25	38.67	11.00	.057	28	27	1
Calhoun	12.82	14.74	6.23	.085	30	24	6
Citrus	20.20	21.75	5.72	.081	57	53	4
Clay	22.16	23.05	17.69	.077	30	29	1
Columbia	9.05	13.55	4.44	.048	64	44	20
Dade	21.79	25.28	13.33	.031	36	27	9
DeSoto	12.61	13.02	5.50	.044	29	29	.....
Duval	15.82	20.51	10.07	.026	.....	.....	.....
Escambia	16.44	20.65	8.71	.041	99	80	19
Franklin	12.09	16.15	4.22	.053	.....	.....	.....
Gadsden	4.81	9.42	2.04	.064	112	68	44
Hamilton	9.94	12.91	2.84	.047	54	49	5
Hernando	20.05	25.35	7.06	.085	46	40	6
Hillsborough	18.36	20.64	7.97	.027	67	63	4
Holmes	7.72	7.80	5.47	.051	29	28	1
Jackson	5.35	8.47	2.58	.047	64	48	16
Jefferson	5.14	21.27	1.76	.059	15	15	.....
Lafayette	9.13	9.43	3.96	.123	16	15	1
Lake	15.98	19.68	6.91	.064	57	48	9
Lee	26.65	26.56	28.06	.053	54	51	3
Leon	5.93	21.15	2.77	.063	49	23	26
Levy	11.68	14.60	5.25	.071	58	48	10
Liberty	8.06	9.86	4.44	.072	22	18	4
Madison	6.66	13.72	2.08	.072	22	22	.....
Manatee	17.51	18.57	7.56	.046	44	42	2
Marion	11.02	19.67	4.95	.029	105	60	45
Monroe	23.44	13.03	9.90	.077	70	40	30
Nassau	11.78	15.27	7.95	.051	10	8	2
Orange	17.25	22.69	6.76	.059	56	44	12
Osceola	18.07	19.00	8.74	.062	.....	.....	.....
Pasco	17.27	18.52	8.44	.073	.....	.....	.....
Polk	15.53	16.28	10.60	.032	64	57	7
Putnam	10.90	15.74	5.32	.059	71	45	26
St. Johns	17.31	18.05	13.07	.065	56	51	5
Santa Rosa	9.68	10.76	4.59	.071	82	75	7
Sumter	11.28	13.28	7.23	.071	116	85	31
Suwannee	9.02	12.28	4.18	.054	65	55	10
Taylor	11.67	13.14	3.44	.071	41	39	2
Volusia	15.91	20.96	7.52	.039	61	43	18
Wakulla	7.14	9.33	3.88	.068	26	26	.....
Walton	7.87	8.44	5.06	.053	66	56	10
Washington	7.82	8.92	4.95	.049	81	64	17

TABLE XXVI.—Number and Kinds of Public Schools and Number of Rooms.

1904-1905 Counties.	Whole Number.	Public School Buildings									Number of Rooms		
		Log			Frame			Brick					
		Total	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State ..	2,368	136	122	14	2,206	1,612	594	26	25	1	3,448	2,612	836
Alachua	110	...	...	..	106	65	41	4	4	..	191	116	75
Baker	42	...	...	..	42	38	4	..	..	..	47	42	5
Bradford ...	47	...	...	..	47	35	12	..	..	..	65	53	12
Brevard	33	...	...	..	33	27	6	..	..	..	48	41	7
Calhoun	32	...	...	..	32	27	5	..	..	..	40	32	8
Citrus	22	...	...	..	22	20	2	..	..	..	35	33	2
Clay	25	...	...	..	25	23	2	..	..	..	43	37	6
Columbia ...	80	2	1	1	78	50	28	..	..	..	98	64	34
Dade	30	...	...	..	30	21	9	..	..	..	62	48	14
DeSoto	92	36	35	1	56	54	2	..	..	..	92	89	3
Duval	65	...	...	..	62	32	30	3	2	1	197	124	73
Escambia ...	71	1	1	..	70	48	22	..	..	..	129	95	34
Franklin ...	6	...	...	..	6	4	2	..	..	..	21	14	7
Gadsden	67	...	...	..	66	31	35	1	1	..	79	43	36
Hamilton ...	58	1	...	1	56	42	14	1	1	..	80	65	15
Hernando ...	22	...	...	..	22	17	5	..	..	..	32	25	7
Hillsborough .	104	3	3	..	95	78	17	6	6	..	207	181	26
Holmes	47	12	12	..	35	33	2	..	..	..	56	54	2
Jackson	103	7	5	2	96	60	36	..	..	..	138	92	46
Jefferson ...	59	...	...	..	58	21	37	1	1	..	75	35	40
Lafayette ...	43	19	19	..	24	22	2	..	..	..	44	42	2
Lake	56	...	...	..	55	43	12	1	1	..	77	64	13
Lee	18	...	...	..	18	17	1	..	..	..	25	24	1
Leon	71	...	...	..	70	30	40	1	1	..	84	38	46
Levy	46	...	...	..	46	35	11	..	..	..	56	45	11
Liberty	15	3	1	2	12	10	2	..	..	..	19	14	5
Madison	54	2	2	..	52	48	4	..	..	..	63	56	7
Manatee	46	...	...	..	46	41	5	..	..	..	70	64	6
Marion	101	...	...	..	101	58	43	..	..	..	158	97	61
Monroe	10	...	...	..	10	9	1	..	..	..	26	22	4
Nassau	56	2	1	1	53	39	14	1	1	..	70	49	21
Orange	54	3	3	..	49	35	14	2	2	..	96	69	27
Osceola	18	...	...	..	18	18	...	..	..	..	32	32	...
Pasco	33	...	...	..	33	33	...	..	..	..	48	48	...
Polk	77	...	...	..	75	67	8	2	2	..	117	105	12
Putnam	55	...	...	..	55	32	23	..	..	..	76	47	29
St. Johns ...	30	...	...	..	28	21	7	2	2	..	58	42	16
Santa Rosa .	80	1	...	1	79	71	8	..	..	..	98	85	13
Sumter	37	...	...	..	37	27	10	..	..	..	57	44	13
Suwannee ...	84	1	...	1	83	57	26	..	..	..	102	71	31
Taylor	35	7	7	..	28	26	2	..	..	..	39	37	2
Volusia	56	...	...	..	56	38	18	..	..	..	98	71	27
Wakulla	30	1	1	..	29	19	10	..	..	..	33	23	10
Walton	69	17	15	2	52	45	7	..	..	..	80	70	10
Washington .	79	18	16	2	60	45	15	1	1	..	87	70	17

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1904-1905 Counties.	Patent Desks in Use.							Good Blackboards (square yards)		
		Single.			Double.					
	Whole Number.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State.	42404	12727	11659	1068	29677	24256	5421	37206	29089	8117
Alachua .	3335	1203	963	240	2132	1280	852	1704	1218	486
Baker ...	185	.....	.....	....	185	185	....	113	107	6
Bradford .	811	195	195	....	616	616	....	920	835	85
Brevard .	1021	637	626	11	384	292	92	648	593	55
Calhoun .	75	75	75	....	.....	.....	....	111	78	33
Citrus ...	459	10	10	....	449	420	29	293	284	9
Clay	675	49	45	4	626	530	96	538	308	230
Columbia .	796	38	38	....	758	758	....	597	491	106
Dade	1610	1590	1423	167	20	20	....	417	386	31
DeSoto ...	1112	103	90	13	1009	1009	....	753	728	25
Duval ...	4676	1452	1389	63	3224	1882	1342	5250	2599	2651
Escambia .	2724	473	460	13	2251	1757	494	1613	1255	358
Franklin .	355	15	10	5	340	220	120	2623	1973	650
Gadsden .	.....	.....	.....	....	.....	.....	....	368	257	111
Hamilton .	671	.....	.....	....	671	671	....	575	546	29
Hernando .	318	48	48	....	270	270	....	463	433	30
Hillsb'gh .	3059	672	672	....	2387	2270	117	2963	2761	202
Holmes ..	216	83	83	....	133	133	....	408	406	2
Jackson ..	221	.....	.....	....	221	221	....	1076	839	237
Jefferson .	524	72	72	....	452	452	....	339	219	120
Lafayette .	24	2	2	....	22	22	....	260	255	5
Lake	617	96	96	....	521	521	....	1090	1038	52
Lee	414	310	310	....	104	104	....	110	107	3
Leon	597	128	108	20	469	219	250	481	262	219
Levy	331	104	104	....	227	227	....	431	354	77
Liberty ..	.....	.....	.....	....	.....	.....	....	214	167	47
Madison .	967	.....	.....	....	967	787	180	584	529	55
Manatee .	1023	140	140	....	883	863	20	539	523	16
Marion ..	2289	199	199	....	2090	1429	661	1689	1160	529
Monroe ..	805	.....	.....	....	805	559	246	386	329	57
Nassau ..	685	5	5	....	680	449	231	480	343	137
Orange ..	1310	724	703	21	586	523	63	632	542	90
Osceola ..	252	12	12	....	240	240	....	236	236	....
Pasco	436	43	43	....	393	393	....	278	278	....
Polk	1353	724	724	....	629	629	....	661	661	....
Putnam ..	822	699	450	249	123	107	16	1417	1047	370
St. Johns.	1127	883	883	....	244	56	188	991	743	248
S. Rosa...	1199	.....	.....	....	1199	1189	10	799	736	63
Sumter ..	1061	32	32	....	1029	856	173	575	477	98
S'wannee .	787	23	23	....	764	764	....	546	489	57
Taylor ...	301	114	114	....	187	187	....	275	275	....
Volusia ..	2288	1504	1242	262	784	543	241	1342	994	348
Wakulla .	338	.....	.....	....	338	338	....	625	554	71
Walton ..	203	15	15	....	188	188	....	394	349	45
Wash'ton .	332	255	255	....	77	77	....	399	325	74

TABLE XXVIII.—Value of Public School Property.

PART I.—Real Estate Not Owned by County Boards.

1904-1905 Counties.	Total.	Value Lots.			Value Buildings.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State..	$190,035	$24,924	$21,283	$3,641	$165,111	$137,714	$27,397
Alachua ..	220	20	20	.....	200	200	.....
Baker	.....	.....	.....	.....	.....	.....	.....
Bradford .	1,505	560	500	60	945	700	245
Brevard ..	.....	.....	.....	.....	.....	.....	.....
Calhoun ..	75	10	10	.....	65	50	15
Citrus	.....	.....	.....	.....	.....	.....	.....
Clay	.....	.....	.....	.....	.....	.....	.....
Columbia .	135	35	5	30	100	20	80
Dade	1,490	860	770	90	630	200	430
DeSoto ...	795	145	75	70	650	400	250
Duval	4,205	755	445	310	3,450	1,975	1,475
Escambia .	4,870	760	65	695	4,110	810	3,300
Franklin ..	.....	.....	.....	.....	.....	.....	.....
Gadsden ..	10,773	1,048	719	329	9,725	7,325	2,400
Hamilton .	12,692	2,085	1,975	110	10,607	9,205	1,402
Hernando .	.....	.....	.....	.....	.....	.....	.....
Hillsb'gh .	60,880	6,030	6,000	30	54,850	54,650	200
Holmes ..	.....	.....	.....	.....	.....	.....	.....
Jackson ...	7,827	1,767	1,560	207	6,060	4,460	1,600
Jefferson ..	13,025	2,025	2,025	.....	11,000	11,000	.....
Lafayette .	1,025	95	80	15	930	730	200
Lake	12,725	1,075	1,000	75	11,650	10,600	1,050
Lee	.....	.....	.....	.....	.....	.....	.....
Leon	4,748	2,073	2,008	65	2,675	1,350	1,325
Levy	379	59	57	2	320	280	40
Liberty ...	.....	.....	.....	.....	.....	.....	.....
Madison ..	625	25	25	.....	600	600	.....
Manatee ..	355	105	105	.....	250	250	.....
Marion ...	1,045	95	65	30	950	650	300
Monroe ...	.....	.....	.....	.....	.....	.....	.....
Nassau ...	925	70	30	40	855	350	505
Orange ...	7,590	520	280	240	7,070	1,870	5,200
Osceola ...	190	15	15	.....	175	175	.....
Pasco	610	10	10	.....	600	600	.....
Polk	680	175	50	125	505	280	225
Putnam ...	11,595	1,220	600	620	10,375	7,200	3,175
St. Johns..	.....	.....	.....	.....	.....	.....	.....
Santa Rosa	7,700	900	725	175	6,800	5,750	1,050
Sumter ...	500	.....	.....	.....	500	100	400
Suwannee .	610	95	20	75	515	235	280
Taylor	.....	.....	.....	.....	.....	.....	.....
Volusia ...	1,340	140	60	80	1,200	400	800
Wakulla ..	110	10	.....	10	100	.....	100
Walton ...	6,671	1,122	1,034	88	5,549	5,074	475
Wash'ton .	12,120	1,020	950	70	11,100	10,225	875

TABLE XXVIII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1904-1905 Counties.	Total.	Value Lots.		
		Total.	White.	Negro.
The State	$1,065,477	$193,831	$152,249	$ 41,582
Alachua	81,390	8,015	7,150	865
Baker	4,950	285	285	.....
Bradford	15,670	1,260	1,130	130
Brevard	28,225	3,730	3,430	300
Calhoun	5,715	737	692	45
Citrus	16,540	640	590	50
Clay	11,873	1,008	788	220
Columbia	17,040	3,185	2,555	630
Dade	37,765	9,365	8,965	400
DeSoto	21,465	2,215	2,165	50
Duval	131,483	33,685	16,590	17,095
Escambia	94,925	31,275	27,150	4,125
Franklin	13,436	3,500	2,700	800
Gadsden	1,258	33	33	.....
Hamilton	2,785	175	175	.....
Hernando	9,080	375	310	65
Hillsborough	86,000	18,665	15,455	3,210
Holmes	6,234	569	554	15
Jackson	5,340	440	420	20
Jefferson	7,510	600	365	235
Lafayette	2,779	190	180	10
Lake	6,105	305	290	15
Lee	13,915	2,615	2,515	100
Leon	21,117	3,377	2,247	1,130
Levy	9,653	498	417	81
Liberty	2,865	195	135	60
Madison	14,665	2,590	2,065	525
Manatee	25,055	3,700	3,650	50
Marion	47,015	5,100	3,495	1,605
Monroe	24,500	14,500	11,000	3,500
Nassau	15,939	2,838	1,990	848
Orange	37,900	6,440	5,940	500
Osceola	12,298	735	735	.....
Pasco	8,833	593	593	.....
Polk	53,370	3,860	3,790	70
Putnam	7,230	955	885	70
St. Johns	30,125	7,595	4,910	2,685
Santa Rosa	21,650	1,900	1,775	125
Sumter	9,200	250	250	.....
Suwannee	23,496	2,356	1,926	430
Taylor	8,320	970	950	20
Volusia	56,105	11,255	9,915	1,340
Wakulla	4,140	200	157	43
Walton	3,233	397	347	50
Washington	7,285	660	590	70

TABLE XXVIII.—Value of Public School Property.
PART II—*(Continued.)*—Real Estate Owned by County Boards.

1904-1905 Counties.	Value Buildings.		
	Total.	White	Negro
The State	$871,646	$768,060	$103,586
Alachua	73,375	64,375	9,000
Baker	4,665	4,505	160
Bradford	14,410	13,710	700
Brevard	24,495	23,570	925
Calhoun	4,978	4,880	98
Citrus	15,900	15,200	700
Clay	10,865	8,255	2,610
Columbia	13,855	11,010	2,845
Dade	28,400	26,200	2,200
DeSoto	19,250	19,050	200
Duval	97,798	75,175	22,623
Escambia	63,650	56,750	6,900
Franklin	9,936	7,600	2,336
Gadsden	1,225	1,225	.....
Hamilton	2,610	2,610	.....
Hernando	8,705	8,200	505
Hillsborough	67,335	64,550	2,785
Holmes	5,665	5,585	80
Jackson	4,900	4,630	270
Jefferson	6,910	5,475	1,435
Lafayette	2,589	2,439	150
Lake	5,800	5,475	325
Lee	11,300	11,100	200
Leon	17,740	11,940	5,800
Levy	9,155	8,160	995
Liberty	2,670	2,495	175
Madison	12,075	10,675	1,400
Manatee	21,355	21,055	300
Marion	41,915	30,900	11,015
Monroe	10,000	10,000	.....
Nassau	13,101	9,440	3,661
Orange	31,460	27,940	3,520
Osceola	11,563	11,563	.....
Pasco	8,240	8,240	.....
Polk	49,510	48,635	875
Putnam	6,275	5,400	875
St. Johns	22,530	16,230	6,300
Santa Rosa	19,750	18,250	1,500
Sumter	8,950	8,050	900
Suwannee	21,140	18,755	2,385
Taylor	7,350	7,100	250
Volusia	44,850	39,675	5,175
Wakulla	3,940	3,315	625
Walton	2,836	2,748	88
Washington	6,625	5,925	700

TABLE XXVIII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

1904-1905 Counties.	Total.	Value Furniture.			Value Apparatus.		
		Total.	White.	Negro	Total.	White.	Negro
The State.....	$193926	$155944	$133797	$22147	$37982	$34443	$3539
Alachua	$13947	$13912	$9997	$3915	$153	.....	$35
Baker	1210	1057	1022	35	153	153	.....
Bradford	3999	2675	2580	95	1325	1284	40
Brevard	3337	2848	2638	210	489	428	61
Calhoun	685	534	503	31	151	145	6
Citrus	2650	2010	1885	125	640	620	20
Clay	2343	2216	2011	205	127	117	10
Columbia	3213	2622	2337	285	591	581	10
Dade	8150	6680	6030	650	1470	1390	80
DeSoto	6260	5205	5105	100	1055	1035	20
Duval	16039	11931	8243	3688	4108	3365	743
Escambia	17445	15250	12900	2350	2195	1885	310
Franklin	2253	2038	1804	234	215	215	.....
Gadsden	.....	.....	.....	.....	.....	.....	.....
Hamilton	1258	903	903	.....	355	330	25
Hernando	2195	1499	1427	72	696	654	42
Hillsborough ..	12054	8362	1849	513	3692	3627	65
Holmes	1041	799	799	.....	242	242	.....
Jackson	2625	1696	1477	219	929	665	264
Jefferson	2539	2318	2153	165	221	221	.....
Lafayette	711	418	418	.....	293	283	10
Lake	2486	2300	2115	185	186	186	.....
Lee	2500	2325	2275	50	175	175	.....
Leon	2660	2175	935	1240	485	294	191
Levy	2200	1875	1675	200	325	315	10
Liberty	447	342	320	22	105	100	5
Madison	3946	2375	1925	450	1571	1456	115
Manatee	3460	3124	3054	70	336	328	8
Marion	10560	8530	6965	1565	2030	1770	260
Monroe	2600	2600	1600	1000	.....	.....	.....
Nassau	1930	1480	1241	239	450	368	82
Orange	4745	3501	3181	320	1244	1155	89
Osceola	2110	2110	2110	.....	.....	.....	.....
Pasco	1708	1654	1654	.....	54	54	.....
Polk	6797	5893	5853	40	904	894	10
Putnam	2059	1767	1708	59	292	280	12
St. Johns	6980	4555	3355	1200	2425	2230	195
Santa Rosa ...	8505	6055	6005	50	2450	2175	275
Sumter	2480	1660	1475	185	820	820	.....
Suwannee	4391	3749	3414	335	642	642	.....
Taylor	1571	1320	1320	.....	251	251	.....
Volusia	11200	9200	7300	1900	2000	1745	255
Wakulla	1342	797	707	90	545	430	115
Walton	841	255	250	5	586	560	26
Washington ...	2454	1329	1279	50	1125	975	150

TABLE XXVIII.—Value of Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1904-1905 Counties.	Total.	Real Estate.		Owned by County Boards	
		Not Owned by County Boards	Owned by County Boards	Furniture	Apparatus
The State	$1,449,438	$190,035	$1,065,477	$144,944	$37,982
Alachua	$95,557	$220	$81,390	$13,912	$35
Baker	6,160	.....	4,950	1,057	153
Bradford	21,174	1,505	15,670	2,675	1,324
Brevard	31,562	.....	28,225	2,848	489
Calhoun	6,475	75	5,715	534	151
Citrus	19,190	.....	16,540	2,010	640
Clay	14,216	.....	11,873	2,216	127
Columbia	20,388	135	17,040	2,622	591
Dade	47,405	1,490	37,765	6,680	1,470
DeSoto	28,520	795	21,465	5,205	1,055
Duval	151,727	4,205	131,483	11,931	4,108
Escambia	117,240	4,870	94,925	15,250	2,195
Franklin	15,689	.....	13,436	2,038	215
Gadsden	12,031	10,773	1,258	.....	.....
Hamilton	16,735	12,692	2,785	903	355
Hernando	11,275	.....	9,080	1,499	696
Hillsborough	158,934	60,880	86,000	8,362	3,692
Holmes	7,275	.....	6,234	799	242
Jackson	15,792	7,827	5,340	1,696	929
Jefferson	23,074	13,025	7,510	2,318	221
Lafayette	4,515	1,025	2,779	418	293
Lake	21,316	12,725	6,105	2,300	186
Lee	16,415	.....	13,915	2,325	175
Leon	28,525	4,748	21,117	2,175	485
Levy	12,232	379	9,653	1,875	325
Liberty	3,312	.....	2,865	342	105
Madison	19,236	625	14,665	2,375	1,571
Manatee	28,870	355	25,055	3,124	336
Marion	58,620	1,045	47,015	8,530	2,030
Monroe	27,100	.....	24,500	2,600	.....
Nassau	18,794	925	15,939	1,480	450
Orange	50,235	7,590	37,900	3,501	1,244
Osceola	14,598	190	12,298	2,110	.....
Pasco	11,151	610	8,833	1,654	54
Polk	60,847	680	53,370	5,893	904
Putnam	20,884	11,595	7,230	1,767	292
St. Johns	37,105	.....	30,125	4,555	2,425
Santa Rosa	37,855	7,700	21,650	6,055	2,450
Sumter	12,180	500	9,200	1,660	820
Suwannee	28,497	610	23,496	3,749	642
Taylor	9,891	.....	8,320	1,320	251
Volusia	68,645	1,340	56,105	9,200	2,000
Wakulla	5,592	110	4,140	797	545
Walton	10,745	6,671	3,233	255	586
Washington	21,859	12,120	7,285	1,329	1,125

CHAPTER III.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1905-1906 TABULATED.

This Chapter contains statistical tables compiled from the Annual Reports of the County Superintendents for the school year 1905-1906, beginning July 1st, 1905, and ending June 30th, 1906, designated throughout this report as the school year 1906.

Table I shows the total population of the State, together with the school population. The figures in this table are taken from the Florida census of 1905. Table 21, parts I and II shows a correct balance for the year. Table 28, part IV shows a summary of valuations for school property.

The compilation of these statistics has required much time and arduous labor in order to present them in definite and accurate form. It is probable that no truer index to the school conditions in the various counties of the State can be obtained than the body of statistics here presented. In all lines of work comparisons are usually helpful, and in the perusal of these tables the school authorities of the State may gather helpful data.

It will be seen that the following tables show marked progress along educational lines. Especially gratifying is the great increase in the average attendance of pupils.

By referring to the headings of the various tables any statistical information desired with reference to the State or any county may readily be secured. It will be noted that for the sake of convenience the totals for the State are placed at the top of the page.

TABLE I.—Total Population and School Population.

1905-1906. Counties.	Population From Florida Census of 1905.			School Population (6 to 21) from Florida Census of 1905.		
	Total	White	Negro	Total	White	Negro
The State	*614,845	348,923	265,737	217,703	123,219	94,484
Alachua	34,007	13,598	20,409	12,362	4,908	7,454
Baker	3,880	3,062	818	1,493	1,243	250
Bradford	12,943	9,124	3,819	4,879	3,454	1,425
Brevard	4,348	3,060	1,288	1,420	1,013	407
Calhoun	5,796	4,238	1,558	1,966	1,511	455
Citrus	7,543	3,228	4,315	2,240	1,069	1,171
Clay	5,484	3,244	2,240	1,929	1,239	690
Columbia	19,913	8,638	11,275	7,891	3,355	4,536
Dade	12,061	7,880	4,181	3,102	2,064	1,038
DeSoto	12,446	10,817	1,629	4,484	4,021	463
Duval	47,886	20,899	26,987	14,907	6,304	8,603
Escambia	32,379	18,213	14,166	10,887	5,963	4,924
Franklin	4,635	2,492	2,143	1,539	879	660
Gadsden	16,509	5,661	10,848	6,187	1,971	4,216
Hamilton	9,921	5,702	4,219	3,807	2,166	1,641
Hernando	4,040	1,791	2,249	1,388	654	734
Hillsborough	51,383	40,626	10,757	16,489	13,174	3,315
Holmes	9,027	7,813	1,214	3,431	2,914	517
Jackson	26,810	12,564	14,246	10,877	5,157	5,720
Jefferson	13,130	3,095	10,035	5,133	1,084	4,049
Lafayette	5,923	4,793	1,130	2,167	1,802	365
Lake	7,515	4,665	2,850	2,490	1,547	943
Lee	3,960	3,561	399	1,245	1,151	94
Leon	18,864	3,984	14,880	7,017	1,316	5,701
Levy	9,280	5,071	4,209	3,429	1,964	1,465
Liberty	2,835	1,508	1,327	1,082	566	516
Madison	16,152	6,824	9,328	6,113	2,498	3,615
Manatee	8,530	6,537	1,993	3,204	2,578	626
Marion	26,719	9,814	16,905	9,638	3,300	6,338
Monroe	20,946	14,273	6,673	8,486	5,762	2,724
Nassau	11,012	5,334	5,678	4,160	2,055	2,105
Orange	13,577	8,076	5,501	4,459	2,680	1,779
Osceola	3,622	3,130	492	1,359	1,221	138
Pasco	6,100	4,012	2,088	2,046	1,458	588
Polk	17,863	12,856	5,007	6,532	4,641	1,891
Putnam	11,188	6,096	5,092	3,768	2,198	1,570
St. Johns	11,003	6,527	4,476	3,724	2,385	1,339
St. Lucie	3,024	2,441	583	855	723	132
Santa Rosa	11,801	8,502	3,299	4,177	3,137	1,040
Sumter	5,549	3,518	2,031	2,072	1,291	781
Suwannee	18,011	9,619	8,392	6,933	3,725	3,208
Taylor	5,581	4,171	1,410	1,902	1,494	408
Volusia	12,080	7,267	4,813	4,031	2,288	1,743
Wakulla	5,207	2,637	2,570	1,826	907	919
Walton	12,269	9,425	2,844	4,308	3,277	1,031
Washington	11,908	8,537	3,371	4,269	3,112	1,157

*—This total includes 185 persons of other races.

TABLE II.—Number of Schools and Average Length of Term in Days.

1905-1906. Counties.	No. of Schools.			Av. Length of Term.		
	Total	White	Negro	Both	White	Negro
The State	2,387	1,720	667	106	110	94
Alachua	108	68	40	103	117	79
Baker	41	37	4	59	60	49
Bradford	49	37	12	99	101	93
Brevard	27	18	9	114	133	76
Calhoun	35	27	8	98	103	82
Citrus	23	20	3	127	133	80
Clay	28	24	4	117	118	115
Columbia	80	51	29	86	89	81
Dade	36	26	10	127	133	110
DeSoto	56	53	3	116	117	100
Duval	67	36	31	126	140	109
Escambia	71	47	24	117	120	110
Franklin	8	5	3	139	127	160
Gadsden	65	31	34	79	93	66
Hamilton	57	42	15	92	101	60
Hernando	21	16	5	121	134	80
Hillsborough	101	82	19	122	127	101
Holmes	42	40	2	76	78	70
Jackson	110	71	39	87	89	84
Jefferson	55	19	36	99	117	89
Lafayette	43	41	2	84	85	70
Lake	55	41	14	126	135	100
Lee	23	22	1	126	126	120
Leon	71	30	41	111	126	100
Levy	51	41	10	107	112	88
Liberty	18	13	5	94	95	92
Madison	84	51	33	72	89	45
Manatee	48	42	6	112	116	67
Marion	103	59	44	122	132	109
Monroe	9	7	2	127	117	160
Nassau	56	40	16	96	94	103
Orange	52	39	13	129	133	117
Osceola	24	22	2	105	94	120
Pasco	35	30	5	115	121	80
Polk	74	66	8	119	120	113
Putnam	57	36	21	108	122	85
St. Johns	24	19	5	134	133	136
St. Lucie	22	19	3	106	105	120
Santa Rosa	70	62	8	86	87	75
Sumter	31	21	10	107	110	100
Suwannee	83	58	25	84	90	70
Taylor	39	36	3	95	94	100
Volusia	53	37	16	123	135	95
Wakulla	32	21	11	96	105	80
Walton	66	54	12	79	76	90
Washington	84	63	21	92	93	88

TABLE III.—(*a*) Enrollment of Pupils by Race and Sex.
(*b*) Percentage of School Population (6 to 21) Enrolled.

1905-1906. Counties.	Enrollment.							Per cent. Enroll'd		
	Both Races	White	Negro	White Male	White Female	Negro Male	Negro Female	Both	White	Negro
The State	130,465	81,473	48,992	41,688	39,785	22,662	26,330	60	66	52
Alachua .	6,395	3,376	3,019	1,713	1,663	1,412	1,607	52	69	42
Baker ...	1,125	916	209	481	435	102	107	75	74	84
Bradford .	3,185	2,460	725	1,328	1,132	337	388	65	71	51
Brevard .	934	643	291	338	305	136	155	66	63	71
Calhoun .	1,184	928	256	470	458	122	134	60	61	56
Citrus ...	966	817	149	434	383	64	85	43	76	13
Clay	1,146	877	269	429	448	118	151	59	71	39
Columbia .	4,046	2,076	1,970	1,035	1,041	879	1,091	51	62	43
Dade	2,135	1,481	654	755	726	297	357	69	72	63
DeSoto ..	2,980	2,808	172	1,479	1,329	78	94	66	70	37
Duval ...	8,401	4,632	3,769	2,311	2,321	1,763	2,006	56	73	44
Esc'mbia .	5,480	3,690	1,790	1,793	1,897	793	997	50	62	36
Franklin .	860	497	363	250	247	169	194	56	57	55
Gadsden .	4,248	1,489	2,759	753	736	1,220	1,539	69	76	65
Hamilt'n .	2,542	1,654	888	868	786	431	457	67	76	54
Her'ndo .	801	549	252	279	270	119	133	58	84	34
Hills'gh .	8,134	6,749	1,385	3,456	3,293	611	774	49	51	42
Holmes ..	2,025	1,970	55	1,018	952	30	25	59	68	11
Jackson .	6,954	3,442	3,512	1,757	1,685	1,693	1,819	64	67	61
Jeff'son .	4,048	792	3,256	398	394	1,511	1,745	79	73	80
Laf'yette .	1,324	1,221	103	692	529	45	58	61	68	28
Lake	1,919	1,338	581	677	661	276	305	77	86	62
Lee	814	756	58	380	376	35	23	65	66	62
Leon	4,780	1,051	3,729	571	480	1,711	2,018	68	80	65
Levy	1,940	1,368	572	719	649	255	317	57	70	39
Liberty ..	693	424	269	202	222	124	145	64	75	52
Madison .	4,511	2,004	2,507	1,038	966	1,154	1,353	74	80	69
Manatee .	1,875	1,607	268	805	802	130	138	59	62	43
Marion ..	6,359	2,492	3,867	1,232	1,260	1,798	2,069	66	76	61
Monroe ..	1,938	1,258	680	657	601	299	381	23	22	25
Nassau ..	2,013	1,097	916	498	599	393	523	48	53	43
Orange ..	2,919	1,885	1,034	944	941	474	560	65	70	58
Osceola ..	1,190	1,065	125	518	547	60	65	88	87	90
Pasco ...	1,291	1,130	161	603	527	87	74	63	78	27
Polk	3,969	3,441	528	1,748	1,693	236	292	61	74	28
Putnam .	2,449	1,268	1,181	642	626	547	634	65	58	75
St. Johns.	1,800	1,220	580	615	605	255	325	48	51	43
St. Lucie.	667	605	62	296	309	31	31	78	84	47
S. Rosa..	2,573	2,078	495	1,080	998	221	274	62	66	48
Sumter ..	1,529	1,018	511	547	471	222	289	74	79	65
Suwan'e .	4,717	2,983	1,734	1,590	1,393	823	911	68	80	54
Taylor ...	1,448	1,229	219	664	565	102	117	76	82	54
Volusia ..	2,883	1,803	1,080	891	912	567	513	72	79	62
Wakulla .	1,178	667	511	345	322	251	260	65	74	56
Walton ..	2,796	2,277	519	1,165	1,112	221	298	65	69	50
Was'ton .	3,301	2,342	959	1,224	1,118	460	499	77	75	83

TABLE IV.—(*a*) Average Daily Attendance of Pupils.
(*a*) Percentage of Enrollment in Daily Attendance.

1905-1906 Counties.	Average Daily Attendance.							Per cent-age.		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
The State	88825	54379	34446	27058	27321	15856	18590	68	67	72
Alachua	4371	2212	2159	1075	1137	1004	1155	68	66	72
Baker	727	600	127	322	278	65	62	65	66	61
Bradford	1909	1474	435	775	699	198	237	60	60	60
Brevard	680	443	237	239	204	108	129	73	69	81
Calhoun	784	608	176	296	312	86	90	66	66	69
Citrus	693	587	106	302	285	44	62	72	72	71
Clay	745	537	208	246	291	90	118	65	61	77
Columbia	2504	1337	1167	648	689	502	665	62	64	59
Dade	1483	1046	437	526	520	198	239	70	71	67
DeSoto	2145	2031	114	1057	974	55	59	72	72	66
Duval	5895	3162	2733	1529	1633	1277	1456	70	68	73
Escambia	3772	2455	1317	1154	1301	569	748	69	67	74
Franklin	671	345	326	162	183	157	169	78	69	90
Gadsden	2889	996	1893	484	512	824	1069	68	67	69
Hamilton	1510	1009	501	513	496	244	257	59	61	56
Hernando	510	343	167	163	180	82	85	64	62	66
Hillsborough .	5626	4626	1000	2299	2327	433	567	69	69	72
Holmes	1311	1271	40	664	607	23	17	65	65	73
Jackson	4730	2139	2591	1065	1074	1247	1344	68	62	74
Jefferson	2960	483	2477	234	249	1133	1344	73	61	76
Lafayette	777	709	68	386	323	28	40	59	58	66
Lake	1346	934	412	467	467	186	226	70	70	71
Lee	589	546	43	264	282	25	18	72	72	74
Leon	3730	677	3053	349	328	1403	1650	78	64	82
Levy	1300	938	362	481	457	158	204	67	69	63
Liberty	508	320	188	151	169	91	97	73	75	70
Madison	2859	1201	1658	599	602	795	863	63	60	66
Manatee	1425	1239	186	628	611	89	97	76	77	69
Marion	4761	1888	2873	920	968	1376	1497	75	76	74
Monroe	1083	735	348	358	377	162	186	56	58	51
Nassau	1265	698	567	307	391	227	340	63	64	62
Orange	2192	1435	757	718	717	335	422	65	76	73
Osceola	827	735	92	346	389	44	48	69	69	74
Pasco	863	754	109	388	366	58	51	67	67	68
Polk	2766	2365	401	1183	1182	179	222	70	69	76
Putnam	1644	866	778	424	442	350	428	67	68	66
St. Johns	1308	912	396	445	467	169	227	73	75	68
St. Lucie	475	421	54	201	220	27	27	71	70	87
Santa Rosa ...	1757	1414	343	729	685	153	190	68	68	69
Sumter	1081	728	353	363	365	154	199	71	72	69
Suwannee	2588	1690	898	835	855	408	490	55	57	52
Taylor	894	711	183	384	327	85	98	62	58	84
Volusia	2157	1331	826	645	686	421	405	75	74	76
Wakulla	743	462	281	238	224	130	151	63	69	55
Walton	1819	1451	368	722	729	157	211	65	64	71
Washington ..	2153	1515	638	774	741	307	331	65	65	67

TABLE V.—(a) Aggregate Number of Days Schooling Given. (b) Average Number of Days Schooling Given for Every Child 6 to 21 Years of Age.

1905-1906 Counties.	Aggregate Days Schooling Given.			Ave'ge days to Every Youth.		
	Total	White	Negro	Both Races	White	Negro
The State	10478880	6977481	3501399	48	57	38
Alachua	492587	299238	193349	40	61	26
Baker	44541	38093	6448	30	31	26
Bradford	218245	177791	40454	45	51	28
Brevard	83326	63558	19768	59	63	49
Calhoun	85293	70997	14316	43	47	31
Citrus	94140	85660	8480	42	80	8
Clay	99902	72315	27587	52	58	40
Columbia	234437	138245	96192	30	41	21
Dade	224034	164866	59168	72	80	57
DeSoto	280541	269141	11400	63	67	25
Duval	865583	498725	366858	58	79	43
Escambia	526963	357971	168992	48	60	34
Franklin	103962	52172	51790	68	57	78
Gadsden	244704	106904	137800	40	54	33
Holmes	116346	113371	2975	34	39	6
Hernando	63360	50000	13360	46	77	18
Hillsborough	779882	665043	114839	47	50	35
Holmes	116346	114371	2975	34	39	6
Jackson	438749	206811	231938	40	40	41
Jefferson	304516	67259	237257	59	62	59
Lafayette	65217	60590	4627	30	34	13
Lake	179771	138487	41284	72	90	44
Lee	85295	79342	5953	69	69	63
Leon	426682	99312	327370	68	75	57
Levy	149569	117238	32331	44	60	22
Liberty	50346	33144	17202	47	59	33
Madison	191933	113944	77989	31	46	22
Manatee	177676	164894	12782	55	64	20
Marion	603320	267640	335680	63	81	53
Monroe	180907	115327	65580	21	20	24
Nassau	148303	77819	70484	36	38	33
Orange	310114	211592	98522	70	80	55
Osceola	114154	104379	9775	84	85	71
Pasco	110042	101170	8872	54	69	15
Polk	412812	356817	55995	63	77	30
Putnam	193226	118787	74439	51	54	47
St. Johns	190203	129779	60424	51	54	45
St. Lucie	65198	58753	6445	76	81	49
Santa Rosa	157973	131401	26572	38	42	26
Sumter	132091	94553	37538	64	73	48
Suwannee	242515	178209	64306	35	48	20
Taylor	90854	72783	18071	48	49	44
Volusia	293680	201100	92580	73	88	53
Wakulla	75717	47558	28159	41	52	31
Walton	171925	137193	34732	40	42	34
Washington	215838	159569	56269	51	51	49

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1905-1906 Counties.	Chart.			First Reader.		
	Total	White	Negro	Total	White	Negro
The State	17184	6569	10615	23979	12567	11412
Alachua	988	197	791	1188	512	676
Baker	235	178	57	206	157	49
Bradford	460	250	210	568	371	197
Brevard	128	69	59	107	58	49
Calhoun	109	74	35	217	130	87
Citrus	105	39	66	144	100	44
Clay	96	56	40	185	123	62
Columbia	669	174	495	786	319	467
Dade	249	101	148	299	188	111
DeSoto	233	187	46	373	344	29
Duval	787	113	674	1711	779	932
Escambia	420	192	228	1261	766	495
Franklin	92	24	68	141	74	67
Gadsden	954	235	719	829	224	605
Hamilton	344	149	195	541	271	270
Hernando	74	42	32	143	76	67
Hillsborough	1260	858	402	1153	886	267
Holmes	216	211	5	411	400	11
Jackson	646	214	432	1670	641	1029
Jefferson	492	60	432	819	109	710
Lafayette	117	93	24	271	240	31
Lake	178	80	98	245	156	89
Lee	78	71	7	103	84	19
Leon	1009	94	915	1078	147	931
Levy	196	70	126	293	174	119
Liberty	93	40	53	163	73	90
Madison	933	120	813	859	337	522
Manatee	205	134	71	255	203	52
Marion	1304	126	1178	990	333	657
Monroe	542	354	188	295	192	103
Nassau	273	101	172	359	158	201
Orange	201	52	149	457	266	191
Osceola	133	104	29	153	126	27
Pasco	168	89	79	189	162	27
Polk	225	185	40	589	462	127
Putnam	246	32	214	459	184	275
St. Johns	144	91	53	354	149	205
St. Lucie	57	45	12	88	71	17
Santa Rosa	137	79	58	664	511	153
Sumter	152	70	82	282	134	148
Suwannee	777	337	440	936	496	440
Taylor	229	161	68	301	237	64
Volusia	271	100	171	437	214	223
Wakulla	172	55	117	191	81	110
Walton	213	126	87	613	469	144
Washington	574	337	237	603	380	223

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1905-1906. Counties.	Second Reader			Third Reader		
	Total	White	Negro	Total	White	Negro
The State	19220	10579	8641	18272	10813	7459
Alachua	1010	414	596	829	377	452
Baker	135	107	28	152	121	31
Bradford	515	387	128	491	389	102
Brevard	116	73	43	131	90	41
Calhoun	266	185	81	164	126	38
Citrus	112	96	16	142	127	15
Clay	189	144	45	179	116	63
Columbia	566	255	311	558	256	302
Dade	322	178	144	308	192	116
DeSoto	389	352	37	391	367	24
Duval	1205	646	559	1189	638	551
Escambia	953	564	389	906	569	337
Franklin	154	78	76	105	60	45
Gadsden	697	202	495	624	220	404
Hamilton	350	208	142	348	249	99
Hernando	106	57	49	147	79	68
Hillsborough	964	721	243	944	753	191
Holmes	304	295	9	286	276	10
Jackson	1237	524	713	1154	524	630
Jefferson	629	62	567	642	110	532
Lafayette	199	180	19	172	153	19
Lake	261	150	111	297	189	108
Lee	102	90	12	102	89	13
Leon	719	114	605	630	103	527
Levy	260	159	101	282	199	83
Liberty	109	62	47	94	56	38
Madison	712	294	418	648	296	352
Manatee	244	186	58	234	208	26
Marion	1000	342	658	906	335	571
Monroe	229	150	79	306	203	103
Nassau	323	148	175	322	176	146
Orange	390	203	187	385	211	174
Osceola	173	155	18	184	167	17
Pasco	147	121	26	151	136	15
Polk	479	400	79	503	408	95
Putnam	304	132	172	336	140	196
St. Johns	277	172	105	231	158	73
St. Lucie	74	62	12	90	81	9
Santa Rosa	486	358	128	397	323	74
Sumter	215	114	101	227	144	83
Suwannee	612	329	283	542	333	209
Taylor	225	191	34	203	184	19
Volusia	426	210	216	361	200	161
Wakulla	174	103	71	161	82	79
Walton	379	295	84	377	284	93
Washington	482	311	171	441	316	125

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1905-1906. Counties.	Fourth Reader			Fifth Reader			Higher Branches		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State	17933	12407	5526	14214	10676	3538	19663	17862	1801
Alachua	730	469	261	595	451	144	1055	956	99
Baker	147	128	19	136	122	14	114	103	11
Bradford	506	451	55	361	338	23	284	274	10
Brevard	131	86	45	136	103	33	185	164	21
Calhoun	166	152	14	120	119	1	142	142	....
Citrus	105	97	8	111	111	....	247	247	....
Clay	153	138	15	132	97	35	212	203	9
Columbia	460	271	189	465	312	153	542	489	53
Dade	313	234	79	217	191	26	427	397	30
DeSoto	463	444	19	478	463	15	653	651	2
Duval	1080	676	404	785	465	320	1644	1315	329
Escambia	649	441	208	460	393	67	831	765	66
Franklin	98	61	37	100	52	48	170	148	22
Gadsden	560	248	312	376	196	180	208	164	44
Hamilton	310	211	99	274	203	71	375	363	12
Hernando	97	80	17	89	78	11	145	137	8
Hillsborough .	974	866	108	836	747	89	2003	1918	85
Holmes	268	254	14	186	180	6	354	354	....
Jackson	970	548	422	382	166	216	895	825	70
Jefferson	581	97	484	538	132	406	347	222	125
Lafayette	237	227	10	114	114	....	214	214	....
Lake	336	241	95	347	276	71	255	246	9
Lee	86	85	1	116	112	4	227	225	2
Leon	577	155	422	393	130	263	374	308	66
Levy	290	220	70	250	205	45	369	341	28
Liberty	98	62	36	72	67	5	64	64	....
Madison	619	358	261	483	370	113	257	229	28
Manatee	303	274	29	224	204	20	410	398	12
Marion	745	348	397	687	448	239	727	560	167
Monroe	176	90	86	251	177	74	139	92	47
Nassau	314	205	109	186	135	51	236	174	62
Orange	361	241	120	382	274	108	743	638	105
Osceola	201	184	17	155	138	17	191	191	....
Pasco	193	181	12	179	178	1	264	263	1
Polk	617	531	86	608	534	74	948	921	27
Putnam	334	187	147	272	166	106	498	427	71
St. Johns	331	270	61	269	217	52	194	163	31
St. Lucie	143	137	6	83	78	5	132	131	1
Santa Rosa ..	473	404	69	255	242	13	161	161	....
Sumter	247	187	60	209	179	30	197	190	7
Suwannee ...	720	503	217	479	364	115	651	621	30
Taylor	267	246	21	149	136	13	74	74	....
Volusia	394	264	130	352	239	113	642	576	66
Wakulla	160	105	55	137	83	54	183	158	25
Walton	399	328	71	516	480	36	299	295	4
Washington ..	551	422	129	269	211	58	381	365	16

TABLE VII—(a) Number of Teachers' Positions Filled.
(b) Number of Different Teachers Employed.

1905-1906 Counties.	Teacher Positions Filled.			Different Teachers Employed						
							White		Negro	
	Both Races	White	Negro	Both Races	White	Negro	Male	Female	Male	Female
The State	3752	2799	953	3289	2495	794	666	1829	268	526
Alachua	195	133	62	148	109	39	27	82	18	21
Baker	43	37	6	32	27	5	10	17	2	3
Bradford	75	60	15	70	58	12	23	35	6	6
Brevard	37	27	10	35	25	10	1	24	3	7
Calhoun	43	35	8	31	25	6	9	16	4	2
Citrus	35	32	3	34	31	3	8	23	2	1
Clay	43	36	7	37	30	7	3	27	3	4
Columbia	101	67	34	77	55	22	24	31	11	11
Dade	84	67	17	69	53	16	5	48	6	10
DeSoto	89	86	3	88	85	3	35	50	3	....
Duval	224	139	85	211	129	82	6	123	13	69
Escambia	159	110	49	140	103	37	20	83	5	32
Franklin	22	14	8	21	13	8	4	9	2	6
Gadsden	81	45	36	58	39	19	14	25	8	11
Hamilton	91	72	19	71	54	17	16	38	9	8
Hernando	32	27	5	31	27	4	2	25	1	3
Hillsborough ..	218	187	31	217	187	30	48	139	6	24
Holmes	55	53	2	48	46	2	26	20	1	1
Jackson	185	116	69	140	86	54	35	51	36	18
Jefferson	69	29	40	68	29	39	6	23	22	17
Lafayette	55	53	2	39	37	2	10	27	....	2
Lake	71	55	16	66	55	11	13	42	3	8
Lee	31	30	1	31	30	1	13	17	1	....
Leon	98	48	50	95	46	49	8	38	11	38
Levy	62	50	12	58	49	9	16	33	5	4
Liberty	21	15	6	18	12	6	5	7	4	2
Madison	119	82	37	88	64	24	31	33	14	10
Manatee	68	61	7	68	61	7	24	37	2	5
Marion	146	84	62	141	84	57	17	67	11	46
Monroe	28	20	8	28	20	8	1	19	1	7
Nassau	68	46	22	58	38	20	3	35	5	15
Orange	94	70	24	93	70	23	9	61	4	19
Osceola	39	36	3	36	33	3	9	24	1	2
Pasco	47	42	5	43	39	4	12	27	1	3
Polk	119	107	12	117	106	11	26	80	2	9
Putnam	86	56	30	71	51	20	9	42	4	16
St. Johns	53	40	13	48	35	13	3	32	3	10
St. Lucie	27	24	3	27	24	3	3	21	....	3
Santa Rosa ...	94	84	10	72	64	8	28	36	2	6
Sumter	56	42	14	51	39	12	12	27	4	8
Suwannee	138	106	32	102	75	27	21	54	7	20
Taylor	47	43	4	46	43	3	20	23	2	1
Volusia	91	67	24	85	66	19	12	54	3	16
Wakulla	32	21	11	25	18	7	7	11	4	3
Walton	84	71	13	76	65	11	17	48	5	6
Washington ...	97	74	23	81	60	21	15	45	8	13

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

1905-1906. Counties.	Total	1st Grade			2d Grade			3d Grade			All Others		
		Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State ...	3289	829	774	55	1413	1053	360	783	451	332	264	217	47
Alachua	148	35	32	3	62	37	25	46	35	11	5	5	..
Baker	32	7	7	..	18	16	2	7	4	3	...	...	..
Bradford ...	70	17	16	1	30	24	6	16	13	3	7	5	2
Brevard	35	10	10	..	18	10	8	3	1	2	4	4	..
Calhoun	31	4	4	..	19	16	3	8	5	3	...	...	..
Citrus	34	14	14	..	13	12	1	7	5	2	...	...	..
Clay	37	10	9	1	11	8	3	16	13	3	...	...	..
Columbia ...	77	22	20	2	34	27	7	18	7	11	3	1	2
Dade	69	25	23	2	15	10	5	22	13	9	7	7	..
DeSoto	88	16	16	..	38	36	2	22	21	1	12	12	..
Duval	211	41	34	7	107	58	49	41	16	25	22	21	1
Escambia ...	140	19	19	..	55	38	17	32	22	10	34	24	10
Franklin	21	8	7	1	12	5	7	1	1	...	...	...	..
Gadsden	58	7	7	..	31	23	8	14	44	10	6	5	1
Hamilton ...	71	23	22	1	29	25	4	19	7	12	...	...	..
Hernando ...	31	10	10	..	11	11	...	7	3	4	3	3	..
Hillsb'rough .	217	79	76	3	93	76	17	31	21	10	14	14	..
Holmes	48	8	8	..	20	18	2	18	18	...	2	2	..
Jackson	140	31	27	4	54	34	20	27	17	10	28	8	20
Jefferson	68	8	8	..	15	6	9	37	8	29	8	7	1
Lafayette ...	39	13	13	..	17	16	1	7	6	1	2	2	..
Lake	66	26	25	1	22	17	5	13	8	5	5	5	..
Lee	31	7	7	..	19	18	1	5	5	...	...	...	..
Leon	95	13	12	1	35	14	21	38	14	24	9	6	3
Levy	58	12	11	1	26	21	5	17	14	3	3	3	..
Liberty	18	6	5	1	9	5	4	3	2	1	...	...	..
Madison	88	25	20	5	44	34	10	17	8	9	2	2	..
Manatee	68	22	22	..	36	32	4	7	4	3	3	3	..
Marion	141	27	25	2	56	40	16	54	15	39	4	4	..
Monroe	28	4	4	..	2	1	1	10	5	5	12	10	2
Nassau	58	13	9	4	24	15	9	13	6	7	8	8	..
Orange	93	29	26	3	38	28	10	15	7	8	11	9	2
Osceola	36	10	10	..	13	11	2	7	7	...	6	5	1
Pasco	43	17	17	..	18	16	2	8	6	2	...	...	..
Polk	117	32	31	1	56	47	9	19	18	1	10	10	..
Putnam	71	11	10	1	34	29	5	22	8	14	4	4	..
St. Johns ...	48	16	13	3	21	17	4	8	2	6	3	3	..
St. Lucie	27	10	10	..	10	8	2	6	5	1	1	1	..
Santa Rosa .	72	11	11	..	45	41	4	10	7	3	6	5	1
Sumter	51	13	12	1	20	15	5	17	11	6	1	1	..
Suwannee ...	102	39	36	3	39	24	15	16	7	9	8	8	..
Taylor	46	11	11	..	27	25	2	8	7	1	...	...	..
Volusia	85	35	34	1	33	23	10	9	2	7	8	7	1
Wakulla	25	4	4	..	7	6	1	14	8	6	...	...	..
Walton	76	17	17	..	36	28	8	20	17	3	3	3	..
Washington .	81	12	10	2	41	32	9	28	18	10	...	...	..

TABLE IX.—Result of Uniform Examinations.

1905-1906. Counties.	Total Number of Examinees	Failed to Pass		Number and Grade of Certificates Issued											
				White.						Negro					
				1st Grade		2nd Grade		3rd Grade		1st Gr'de		2nd Gr'de		3rd Gr'de	
		White	Negro	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The State..	1683	209	270	84	151	81	249	88	272	8	2	24	59	54	132
Alachua ...	94	21	14	5	3	2	9	9	25	1	..	2	2	..	1
Baker	32	5	8	1	1	3	1	1	6	..	..	2	2	2	...
Bradford ..	31	2	4	1	1	2	4	1	14	..	..	..	..	1	1
Brevard ...	13	2	...	...	4	..	3	...	2	..	..	1	1	..	...
Calhoun ...	6	1	...	...	1	1	...	2	1	..	..	..	..	..	...
Citrus	13	1	...	1	4	..	4	...	2	..	..	..	..	1	...
Clay	36	10	12	...	...	..	3	...	8	..	..	..	..	2	1
Columbia ..	27	3	2	4	5	2	1	2	3	..	..	..	4	1	...
Dade	20	...	3	1	4	..	3	...	5	1	..	..	..	2	1
DeSoto	37	7	...	3	...	1	9	5	12	..	..	..	..	..	...
Duval	119	9	35	3	6	2	11	2	20	2	..	1	8	2	18
Escambia ..	41	...	6	1	...	..	1	1	6	..	..	1	9	..	16
Franklin ..	8	...	2	1	3	..	1	...	...	..	..	..	1	..	...
Gadsden ...	36	3	5	3	1	3	5	1	5	..	..	2	3	2	3
Hamilton ..	86	7	6	8	16	4	22	5	9	..	..	1	..	3	5
Hernando .	9	...	1	3	1	..	1	1	2	..	..	..	..	..	...
Hillsb'gh ..	102	22	16	4	12	6	15	5	14	..	..	1	1	1	5
Holmes	34	...	2	1	1	7	5	4	13	..	..	..	1	..	...
Jackson ...	125	15	47	4	12	5	12	11	12	..	..	..	..	7	...
Jefferson ..	89	4	46	...	1	2	1	5	...	..	..	5	5	11	9
Lafayette ..	21	10	...	1	2	1	1	1	4	..	..	..	..	1	...
Lake	45	4	...	3	8	6	14	...	8	..	..	..	..	..	2
Lee	3	...	...	1	...	2	...	...	...	..	..	..	..	..	...
Leon	88	8	11	2	15	..	12	...	17	1	..	2	3	6	11
Levy	24	6	1	1	...	1	3	2	9	..	..	..	..	1	...
Liberty	5	2	1	...	...	..	1	...	...	..	..	..	..	1	...
Madison ...	18	4	4	3	...	..	6	...	1	..	..	..	..	..	...
Manatee ...	21	2	...	5	2	2	6	1	3	..	..	..	..	..	...
Marion	73	5	13	2	5	..	10	2	4	..	..	2	2	..	28
Monroe	11	...	...	...	...	..	4	...	3	..	..	..	1	1	2
Nassau	18	1	2	...	1	..	...	...	5	..	1	..	3	..	5
Orange	47	8	7	1	3	..	8	2	10	..	..	..	3	..	5
Oceola	13	2	1	4	...	..	3	1	...	..	1	..	1	..	...
Pasco	33	4	...	5	3	6	10	1	3	..	..	..	1	..	...
Polk	51	1	2	2	6	7	16	2	7	1	..	1	3	..	3
Putnam ...	31	3	5	...	2	..	10	3	5	..	..	1	..	..	2
St. Johns ..	31	...	6	...	10	..	7	...	1	..	..	1	2	..	4
St. Lucie ..	3	...	...	...	...	..	...	...	2	..	..	..	..	..	1
Santa Rosa.	22	5	...	1	...	2	4	5	5	..	..	..	..	..	...
Sumter	19	3	...	1	2	..	3	1	7	..	..	..	..	..	2
Suwannee .	43	6	2	4	8	2	6	3	4	..	..	..	2	5	1
Taylor	8	1	...	...	...	4	...	2	1	..	..	..	..	..	...
Volusia	20	2	2	...	3	2	4	...	2	1	..	..	..	1	3
Wakulla ...	17	...	...	1	...	1	1	3	5	1	..	..	1	3	1
Walton	38	20	1	2	4	2	2	2	4	..	..	1	..	..	...
Wash'ton ..	22	...	3	1	1	3	7	2	3	..	..	..	..	..	2

TABLE X.—(*a*) Average Age of Teachers.
(*b*) Average Months Experience.

1905-1906. Counties.	Average Age					Av. Experience—Mos.				
	All Teachers	White		Negro		All Teachers	White		Negro	
		Male	Female	Female	Male		Male	Female	Male	Female
The State	27	31	25	32	25	42	52	32	75	40
Alachua	27	31	23	35	30	45	51	25	93	75
Baker	27	34	22	29	23	25	36	13	16	62
Bradford	24	25	23	28	23	21	19	57	8	22
Brevard	24	30	23	24	26	24	52	21	19	32
Calhoun	23	27	22	32	23	32	23	30	68	13
Citrus	27	32	24	36	21	47	66	36	133	13
Clay	25	25	23	39	27	36	23	25	138	47
Columbia	25	24	23	29	26	30	18	26	65	32
Dade	28	26	27	34	32	48	33	43	73	70
DeSoto	26	30	24	27	....	35	50	24	41	....
Duval	34	53	28	36	28	54	201	41	96	57
Escambia	32	40	29	46	29	68	88	63	148	57
Franklin	30	38	24	38	32	60	106	37	105	65
Gadsden	30	36	27	35	27	46	51	32	77	39
Hamilton	23	24	21	32	23	30	37	21	66	21
Hernando	30	32	23	38	26	76	52	22	188	37
Hillsborough ..	29	33	27	32	28	44	48	41	71	44
Holmes	26	28	22	32	22	20	23	17	24	8
Jackson	25	27	23	28	22	31	34	24	50	8
Jefferson	28	23	32	31	22	47	56	63	55	12
Lafayette	24	26	23	....	23	21	23	20	....	28
Lake	30	36	27	39	28	62	83	42	185	86
Lee	28	31	24	36	....	36	55	19	84	....
Leon	29	30	25	42	29	45	70	30	87	42
Levy	24	25	21	35	23	26	30	16	66	36
Liberty	26	32	22	32	30	53	49	20	98	83
Madison	26	26	22	34	25	33	35	21	63	27
Manatee	28	32	26	30	23	41	55	33	42	31
Marion	27	32	25	37	27	32	33	31	66	34
Monroe	33	29	33	36	33	81	88	75	80	96
Nassau	27	30	24	36	28	38	67	26	90	43
Orange	30	33	29	38	29	50	53	46	108	45
Osceola	29	35	26	36	22	61	48	28	168	10
Pasco	26	30	25	34	22	29	40	24	62	23
Polk	29	33	27	25	28	51	59	47	30	57
Putnam	25	31	23	39	21	32	34	27	88	29
St. Johns	30	37	30	26	28	60	101	55	65	58
St. Lucie	28	24	27	....	33	40	35	36	....	73
Santa Rosa	25	28	23	25	25	32	42	24	32	37
Sumter	29	42	25	30	21	49	95	31	74	24
Suwannee	25	25	24	33	25	28	29	27	48	24
Taylor	24	25	22	35	28	24	25	19	57	64
Volusia	29	35	28	34	30	56	82	42	95	78
Wakulla	28	28	24	34	28	53	29	34	96	52
Walton	24	27	22	33	23	32	40	22	111	23
Washington ...	27	32	24	30	24	32	36	31	38	24

TABLE XI.—Certain Facts Relative to Teachers Employed.
PART I.

1905-1906. Counties.	Graduates of Normal Schools				Attendance at Summer Schools			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	130	249	37	56	99	258	27	43
Alachua	9	20	....	....	7	12	6	6
Baker	2	....	....	....	5	9	....	....
Bradford	5	1	....	....	3	5	2	....
Brevard	....	3	2	1	....	5	1	....
Calhoun	....	....	....	....	....	....	....	....
Citrus	6	2	....	....	3	5	....	....
Clay	....	....	....	....	2	3	1	1
Columbia	3	10	....	....	....	1	2	3
Dade	2	7	....	....	....	5	1	2
DeSoto	13	15	....	....	9	17	1	....
Duval	....	3	1	8	1	6	3	6
Escambia	4	6	....	4	2	4	....	2
Franklin	2	1	2	....	....	....	....	....
Gadsden	1	2	....	....	....	3	....	....
Hamilton	4	9	1	....	3	6	....	....
Hernando	2	2	....	....	1	2	....	....
Hillsborough	4	9	3	....	17	36	1	1
Holmes	1	1	....	....	....	....	....	....
Jackson	4	1	1	1	2	7	....	....
Jefferson	3	2	....	2	....	1	....	2
Lafayette	1	....	....	....	3	1	....	....
Lake	....	3	....	....	2	10	....	....
Lee	1	4	....	....	3	4	....	....
Leon	3	10	6	4	4	18	....	....
Levy	2	1	....	....	5	3	1	1
Liberty	1	1	1	....	....	2	....	....
Madison	6	4	4	5	....	....	....	....
Manatee	7	10	....	....	2	3	....	....
Marion	5	14	2	7	8	25	6	8
Monroe	1	....	....	....	....	....	....	....
Nassau	1	5	2	4	....	4	....	1
Orange	1	5	....	....	....	6	....	....
Osceola	....	....	....	....	....	2	....	....
Pasco	....	....	....	....	....	....	....	....
Polk	5	10	....	....	3	6	....	....
Putnam	1	6	2	2	1	3	....	4
St. Johns	1	2	1	2	....	6	....	....
St. Lucie	....	8	....	2	....	2	....	....
Santa Rosa	3	3	....	1	2	3	....	....
Sumter	1	2	....	....	....	5	....	....
Suwannee	6	15	2	6	4	11	....	2
Taylor	4	5	....	....	3	6	....	....
Volusia	6	29	4	5	2	7	1	2
Wakulla	1	....	....	....	....	....	....	....
Walton	3	14	1	2	2	4	1	2
Washington	5	4	2	....	....	....	....	....

TABLE XI—*(Continued.)*—Certain Facts Relative to Teachers Employed.
PART II.

1905-1906. Counties.	Attendance at Teachers Association		Subscriber to Educat' Journals		Non-Resident Teachers			
					Of County		Of State	
	White	Negro	White	Negro	White	Negro	White	Negro
The State	230	47	1118	369	576	171	146	6
Alachua	16	5	40	29	30	1	4	....
Baker	....	....	10	....	2	....	....	....
Bradford	2	....	25	7	13	4	2	....
Brevard	5	....	11	2	6	10	2	....
Calhoun	....	....	6	4	6	4	....	....
Citrus	1	....	28	1	14	2	....	....
Clay	1	....	8	7	10	4	4	....
Columbia	5	....	18	8	10	4	4	....
Dade	34	1	39	10	13	....	8	....
DeSoto	7	....	58	1	22	3	6	....
Duval	6	6	31	47	....	....	....	....
Escambia	....	....	96	34	7	1	12	....
Franklin	....	....	7	6	1	2	2	....
Gadsden	2	....	38	17	5	1	4	....
Hamilton	7	4	25	7	13	10	6	....
Hernando	3	....	18	....	9	1	2	....
Hillsborough	10	4	82	17	22	3	12	....
Holmes	....	....	....	....	9	2	3	....
Jackson	5	....	25	20	10	6	....	....
Jefferson	1	....	11	9	2	1	1	1
Lafayette	3	....	6	....	24	2	1	....
Lake	6	....	26	....	14	6	1	....
Lee	7	....	16	....	13	....	1	....
Leon	4	....	46	8	11	....	6	....
Levy	4	....	36	5	9	8	6	....
Liberty	....	....	6	....	3	6	....	....
Madison	9	....	....	....	28	5	2	....
Manatee	1	....	17	3	9	3	1	....
Marion	14	17	55	26	20	6	9	3
Monroe	....	....	1	....	....	....	....	....
Nassau	3	1	15	6	6	2	4	....
Orange	3	....	45	....	2	....	2	....
Osceola	2	....	7	1	18	1	3	1
Pasco	1	....	....	....	10	3	2	....
Polk	3	....	....	....	30	3	11	....
Putnam	6	....	20	11	2	6	3	....
St. Johns	1	3	28	4	7	7	....	....
St. Lucie	4	....	11	3	10	1	2	1
Santa Rosa	6	....	34	8	30	3	3	....
Sumter	6	....	20	8	6	9	....	....
Suwannee	11	....	36	14	23	7	11	....
Taylor	8	....	16	3	34	2	....	....
Volusia	14	5	46	15	15	10	3	....
Wakulla	3	....	9	6	2	....	....	....
Walton	6	1	19	10	28	9	3	....
Washington	....	....	27	12	18	13	....	....

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers.

1905-1905. Counties.	Highest				Lowest			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	$188	$100	$90	$65	$25	$10	$15	$15
Alachua	150	60	46	32	30	25	20	15
Baker	75	40	30	30	25	25	25	25
Bradford	100	65	35	30	30	25	25	25
Brevard	90	75	40	30	90	30	30	30
Calhoun	65	67	20	20	25	25	20	20
Citrus	85	50	20	20	35	25	20	20
Clay	75	50	50	30	45	20	25	25
Columbia	110	60	45	30	25	25	20	20
Dade	125	75	50	40	40	45	35	35
DeSoto	100	50	40	....	25	25	25	25
Duval	150	90	90	45	40	30	30	30
Escambia	150	75	50	50	30	30	35	30
Franklin	90	55	50	25	25	35	40	20
Gadsden	150	60	45	22	29	15	18	18
Hamilton	100	40	25	25	25	25	15	15
Hernando	100	60	40	20	80	25	40	20
Hillsborough	188	100	70	45	30	25	30	25
Holmes	75	50	28	28	25	25	27	27
Jackson	100	50	35	35	25	25	15	15
Jefferson	125	55	35	20	30	25	15	15
Lafayette	60	50	....	35	35	30	....	30
Lake	100	70	40	30	30	28	20	20
Lee	100	50	50	....	40	35	50	....
Leon	150	56	65	30	30	30	16	16
Levy	90	65	35	25	30	10	20	20
Liberty	65	40	30	25	25	25	30	25
Madison	75	45	45	35	25	25	20	20
Manatee	88	70	35	30	25	25	25	25
Marion	125	75	75	35	30	25	30	20
Monroe	100	100	65	65	100	40	65	30
Nassau	100	60	75	45	40	25	25	20
Orange	135	80	50	35	30	20	35	20
Osceola	90	65	35	25	35	35	35	25
Pasco	90	65	20	20	30	30	20	20
Polk	120	75	60	45	35	25	45	35
Putnam	140	60	50	35	35	30	20	20
St. Johns	110	75	60	35	35	25	20	20
St. Lucie	85	75	....	35	40	35	....	35
Santa Rosa	100	50	35	30	30	30	25	20
Sumter	75	50	35	35	30	30	30	30
Suwannee	125	65	40	35	25	25	20	15
Taylor	75	45	40	35	35	35	40	35
Volusia	100	60	50	35	35	25	32	30
Wakulla	50	35	20	20	25	25	20	20
Walton	100	55	35	28	25	25	25	25
Washington	100	40	40	30	25	25	23	23

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1905-1906. Counties.	Average Monthly Salaries.				
	Both Races	Whites		Negroes	
		Male	Female	Male	Female
The State	$39.56	$57.89	$38.97	$32.40	$25.61
Alachua	$39.51	$62.35	$38.61	$25.70	$23.68
Baker	30.30	38.20	31.40	26.66	26.66
Bradford	41.00	53.60	37.60	29.00	26.80
Brevard	50.84	90.00	46.20	37.14	30.00
Calhoun	31.80	38.30	31.29	20.00	20.00
Citrus	41.17	58.00	38.00	20.00	20.00
Clay	36.17	57.80	34.74	38.20	26.50
Columbia	35.76	47.40	39.10	25.14	23.60
Dade	49.89	85.22	48.78	43.57	38.43
DeSoto	44.76	52.07	40.23	33.33	.....
Duval	43.54	80.00	49.00	44.00	32.00
Escambia	45.42	59.08	45.01	44.93	37.74
Franklin	39.37	58.75	42.22	45.00	20.83
Gadsden	37.67	62.77	39.25	23.83	20.16
Hamilton	37.77	56.26	34.36	21.94	18.37
Hernando	40.35	90.00	36.71	40.00	20.00
Hillsborough	52.70	66.00	48.72	43.64	34.12
Holmes	33.20	35.58	30.72	27.50	27.50
Jackson	32.00	44.20	33.20	23.66	21.34
Jefferson	32.28	76.34	39.16	19.92	17.96
Lafayette	38.59	43.19	36.69	.....	32.14
Lake	40.88	61.55	38.81	33.62	24.73
Lee	50.99	55.09	46.57	50.00	.....
Leon	33.06	66.87	39.99	28.63	20.28
Levy	40.00	54.80	36.70	27.40	24.40
Liberty	34.79	40.48	34.74	30.00	25.50
Madison	33.29	39.42	32.19	25.09	26.33
Manatee	38.07	44.96	35.54	30.00	27.00
Marion	37.57	65.39	42.51	43.05	29.20
Monroe	45.74	100.00	45.26	65.00	36.43
Nassau	35.30	69.41	35.85	49.55	23.29
Orange	45.38	76.25	45.98	44.07	25.80
Osceola	43.40	52.38	41.35	35.00	25.00
Pasco	41.58	49.43	40.39	20|00	20|00
Polk	48.99	60.84	46.38	50.94	37.91
Putnam	38.00	57.89	38.82	34.90	34.56
St. Johns	35.80	65.40	36.00	38.20	25.20
St. Lucie	44.88	66.67	44.12	.....	35.00
Santa Rosa	39.55	43.03	37.78	29.44	27.79
Sumter	39.47	52.74	36.01	33.80	29.75
Suwannee	38.86	49.54	40.46	25.75	22.82
Taylor	41.29	42.54	40.47	40.00	35.00
Volusia	44.52	67.00	43.50	43.18	37.78
Wakulla	26.23	37.40	27.50	20.00	20.00
Walton	37.37	47.09	36.32	30.00	26.17
Washington	30.75	41.62	28.53	29.65	25.04

TABLE XIV.—Aggregate Salaries Paid Teachers.

1905-1906. Counties.	Total	To White.		To Negro.	
		Male	Female	Male	Female.
The State..	$835,664.07	$222,825.23	$482,579.60	$46,797.94	$83.451.30
Alachua ...	$35,873.36	$11,220.58	$18,580.06	$2,911.59	$3,161.13
Baker	4,866.00	2,218.25	2,310.25	177.50	160.00
Bradford ..	16,858.00	6,948.50	7,987.00	1,015.00	907.50
Brevard ...	9,705.00	720.00	7,715.00	520.00	750.00
Calhoun ...	6,638.00	2,597.00	3,386.00	520.00	135.00
Citrus	10,151.00	3,545.00	6,366.00	160.00	80.00
Clay	9,949.00	1,331.25	7,122.75	805.00	690.00
Columbia ..	16,320.75	5,664.75	7,497.00	1,620.00	1,539.00
Dade	24,912.50	3,430.00	17,308.50	1,490.00	2,684.00
DeSoto	24,600.25	11.410.25	12,690.00	500.00	.....
Duval	63,404.76	3,277.50	42,994.76	3,667.00	13,465.50
Escambia ..	40,715.00	7,305.25	24,584.25	1,745.50	7,080.00
Franklin ..	6,516.25	1,753.75	3,045.00	717.50	1,000.00
Gadsden ...	13,274.25	4,347.00	6,274.25	1,096.00	1,557.00
Hamilton ..	11,752.25	4,737.00	5,903.25	597.00	515.00
Hernando ..	7,513.75	1,440.00	5,513.75	320.00	240.00
Hillsbor'h ..	79,733.00	24,097.75	49.510.25	1,375.00	4,750.00
Holmes	7,478.12	4,127.45	3,158.17	82.50	110.00
Jackson ...	24,702.00	8,117.75	9,959.75	4,681.75	1,942.75
Jefferson ..	12,446.00	3,130.00	5,795.00	2,002.00	1,509.00
Lafayette ..	6,848.50	2,455.25	4,168.25	.....	225.00
Lake	18,767.37	5,139.25	11,478.12	672.50	1,477.50
Lee	10,562.50	5,759.50	4,503.00	300.00	.....
Leon	20,221.00	3,975.00	10,063.00	1,860.00	4,323.00
Levy	13,922.50	5,533.25	7,113.25	732.00	544.00
Liberty	3,357.50	1,255.00	1,337.50	510.00	255.00
Madison ...	11,885.75	5,164.00	4,570.75	1,229.50	921.50
Manatee ...	19,789.20	8,777.95	10,191.25	220.00	600.00
Marion	38,540.00	7,650.00	19,810.00	3,315.00	7,765.00
Monroe	9,560.00	800.00	6,200.00	520.00	2,040.00
Nassau	12,788.50	1,180.00	7,707.50	1,635.00	2,266.00
Orange	29,614.50	5,490.00	19,709.50	1,190.00	3,225.00
Osceola ...	9,840.50	3,127.25	6,288.25	175.00	250.00
Pasco	11,452.50	4,023.75	7,028.75	80.00	320.00
Polk	37,822.40	10,190.92	24,744.08	764.10	2,123.30
Putnam ...	17,164.75	3,401.25	10,484.75	890.00	2,388.75
St. Johns ..	13,969.75	1,440.00	9,729.75	880.00	1,920.00
St. Lucie ..	7,685.15	1,000.00	6,055.15	.....	630.00
Santa Rosa.	14,796.50	6,431.00	7,440.50	265.00	660.00
Sumter	10,946.00	4,022.25	4,897.75	738.00	1,288.00
Suwannee .	18,315.75	4,868.75	11,029.25	682.50	1,735.25
Taylor	9,252.00	4,384.00	4,114.00	600.00	154.00
Volusia	26,906.50	5,076.00	17,431.50	950.00	3,449.00
Wakulla ...	5,025.00	2,075.00	2,075.00	575.00	300.00
Walton	13,819.51	3,979.00	8,215.51	840.00	785.00
Wash'ton ..	15,401.20	4,207.83	8,492.25	1,171.00	1,530.12

TABLE XV.—Taxation for Schools in 1905.

PART I.—Assessed Valuation of Property; Total School Taxes Paid; One Mill State Tax.

1905-1906. Counties.	Assessed Valuation of Property 1905	Total School Taxes of 1905 Collected	One Mill Tax of 1905.			
			Assessed.	Collected	Per Cent Collected	Returned to County for each $1 paid
State	$130,892,459	$1025,655.98	$130,892.37	$116,257.34	89	$1.01
Alachua .	$4,798,703	$48,380.86	$4,798,70	$4,469.76	93	$1.32
Baker ...	958,119	7,462.09	958.11	845.20	88	1.18
Bradford	1,808,422	15,405.35	1,808.42	1,665.88	92	1.56
Brevard .	1,893,310	16,994.81	1,893.31	1,803.47	95	.45
Calhoun .	1,234,040	8,334.01	1,234.04	1,086.64	88	.80
Citrus ...	1,314,825	12,216.90	1,314.83	1,463.79	111	.55
Clay	1,261,552	11,430.19	1,261.55	1,200.68	95	.79
Columbia	2,391,798	14,691.41	2,391.79	1,884.16	79	1.77
Dade	5,539,988	47,451.03	5,539.98	5,140.13	93	.39
DeSoto ..	3,218,250	30,904.05	3,218.25	3,096.72	96	.92
Duval ...	13,522,919	106,519.39	13,522.92	12,686.05	94	.63
Esc'mbia	7,256,334	40,237.11	7,256.33	5,417.45	75	.94
Franklin	922,504	6,470.64	922.50	838.52	91	1.03
Gadsden .	1,400,200	9,889.04	1,400.20	1,368.83	98	2.87
Hamilton.	1,541,364	11,150.17	1,541.37	1,410.55	92	1.38
Hernando.	1,151,226	9,744.56	1,151.23	1,064.70	92	.69
Hillsboro'	12,647,757	118,503.83	12,647.76	11,026.01	87	.67
Holmes ..	1,171,616	9,638.46	1,171.62	1,102.03	94	1.64
Jackson .	2,480,529	18,912.56	2,480.53	2,321.00	94	2.51
Jefferson	1,800,298	11,785.29	1,800.30	1,769.88	98	2.39
Lafay'tte	1,497,057	9,650.72	1,497.05	1,117.98	75	.90
Lake	2,391,372	19,266.19	2,391.37	2,092.48	88	.91
Lee	1,794,155	14,377.50	1,794.15	1,608.81	90	.47
Leon	2,578,183	17,748.06	2,578.18	1,804.75	70	2.66
Levy	1,770,546	10,487.41	1,770.54	1,147.82	65	1.66
Liberty ..	858,400	2,870.15	858.40	665.04	77	.89
Madison .	2,239,354	15,739.72	2,239.35	1,972.01	88	2.03
Manatee .	2,074,016	23,930.41	2,074.02	1,927.68	93	.90
Marion ..	4,759,031	43,012.92	4,759.03	4,295.17	90	1.37
Monroe ..	1,905,115	17,212.55	1,905.12	2,058.55	108	.68
Nassau ..	2,230,174	10,209.71	2,230.17	1,385.83	62	1.40
Orange ..	4,140,736	34,136.65	4,140.73	4,165.08	101	.70
Osceola ..	1,663,583	14,874.55	1,663.58	1,617.02	97	.68
Pasco ...	1,566,736	15,966.70	1,566.74	1,522.89	97	.81
Polk	4,561,336	43,336.65	4,561.33	4,239.94	93	.84
Putnam ..	2,777,216	17,965.60	2,777.21	2,732.30	98	.83
St. Johns.	2,915,919	19,064.05	2,915,91	2,545.44	87	.62
St. Lucie.	1,526,555	12,056.65	1,526.56	1,436.46	94	.40
S'nta R'sa	2,386,893	14,152.95	2,386.89	2,180 04	91	1.06
Sumter ..	1,579,067	8,952.53	1,579.06	1,049.24	66	.89
Suw'nn'e	2,377,972	16,004.47	2,377.97	1,707.91	72	2.13
Taylor ...	3,127,124	14,502.55	3,127.12	2,832.90	91	.40
Volusia ..	4,394,739	38,656.56	4,394.73	3,778.68	86	.79
Wakulla .	841,353	5,160.19	841.35	568.90	68	1.89
Walton ..	2,390,938	15,758.10	2,390.94	2,046.37	86	1.14
Wash'ton	2,231.135	14,440.69	2,231.13	2,096.60	94	1.25

TABLE XV.—Taxation for Schools in 1905.
PART II.—County School Tax.

1905-1906. Counties.	No. Mills Levied	Assessed	Collected	Per Cent Collected	Delinquent Taxes Paid
The State	...	$801,222.14	$712,640.33	89	$62,522.12
Alachua	7	$33,590.92	$31,288.33	93	$4,477.49
Baker	7	6,706.83	5,916.38	88	34.29
Bradford	6	10,850.53	9,995.28	90	195.23
Brevard	7	13,253.17	12,624.28	95	738.13
Calhoun	5	6,170.20	5,433.19	88	941.74
Citrus	5	6,574.13	7,318.94	111	38.15
Clay	5	6,307.76	6,003.41	95	339.11
Columbia	5	11,958.99	9,420.79	79	2,581.67
Dade	7	38,779.91	35,980.92	93	254.96
DeSoto	7	22,527.75	21,677.05	96	1,505.98
Duval	7	94,660.43	88,802.34	94	4,464.54
Escambia	6	43,538.00	32,504.66	75	6,949.97
Franklin	6	5,535.02	5,031.12	91	593.56
Gadsden	4	5,600.80	5,475.31	98	12.64
Hamilton	5	7,706.88	7,052.73	91	238.38
Hernando	5½	6,331.74	5,855.84	92	541.85
Hillsborough	7	88,534.30	77,182.06	87	5,999.85
Holmes	6	7,029.70	6,612.19	94	52.50
Jackson	5½	13,642.90	12,765.50	94	471.70
Jefferson	5	9,001.49	8,849.41	98	.....
Lafayette	5½	8,233.81	6,148.92	75	808.99
Lake	6	14,348.23	12,554.92	88	1,550.40
Lee	6	10,764.93	9,652.85	84	.....
Leon	7	18,047.28	12,633.27	70	4,238.46
Levy	5	8,852.73	5,739.12	65	3,096.10
Liberty	3	2,575.20	1,995.11	77	4.14
Madison	6	13,436.12	11,832.07	88	1,901.29
Manatee	8	16,592.13	15,421.43	93	808.07
Marion	6	28,554.18	25,771.07	90	3,070.89
Monroe	5½	10,478.13	11,322.00	108	.....
Nassau	5¼	11,708.41	7,275.61	62	760.46
Orange	5	20,703.68	20,825.41	101	1,426.66
Osceola	7	11,645.08	11,319.17	97	527.86
Pasco	6	9,400.42	9,137.31	97	539.07
Polk	7	31,929.35	29,679.55	93	1,926.85
Putnam	5	13,886.08	13,661.49	98	496.52
St. Johns	6	17,495.51	15,272.61	87	2,078.05
St. Lucie	7	10,685.89	10,055.19	94	130.84
Santa Rosa	5	11,934.46	11,020.91	92	1,975.24
Sumter	5	7,895.33	5,246.20	66	646.36
Suwannee	6	14,267.83	10,247.43	72	851.20
Taylor	3¾	11,726.71	10,623.39	90	.....
Volusia	6	26,368.43	22,672.07	86	960.23
Wakulla	7	5,889.47	3,982.29	68	82.26
Walton	6	14,345.63	12,278.20	86	3,171.95
Washington	5	11,155.67	10,483.01	94	1,038.49

TABLE XV.—Taxation for Schools in 1905.
PART III.—Poll and District Taxes.

1905-1906. Counties.	Poll Taxes of 1905			District Taxes.			
	Assessed	Collected	Delinquent Polls Paid	No. District	Assessed	Collected	Delinquent Taxes
The State.	$64824	$61449	$14337	416	$155798.15	$135122.31	$13475.85
Alachua ..	$2971	$2192	$557	34	$11199.95	$10430.77	$1179.27
Baker ...	487	344	.....	3	619.96	356.51	.....
Bradford .	1140	1140	134	18	3585.31	2604.19	.....
Brevard ..	608	499	170	1	1958.68	2068.06	310.89
Calhoun ..	1035	765	.....	4	1192.73	1049.18	249.09
Citrus ...	702	702	97	16	3944.48	2635.17	.....
Clay	525	624	61	7	3781.16	3602.10	22.36
Columbia	2293	1547	429	8	2577.48	1839.46	706.19
Dade	1179	2114	.....	1	4612.87	4215.98	4.90
DeSoto ..	2254	2265	1474	12	4626.45	3865.28	193.44
Duval	6055	5031	3375	2	.....	.....	1851.50
Escambia	3329	2315	1124	...	.....	.....	.....
Franklin .	635	601	199	...	.....	.....	.....
Gadsden .	1500	1159	47	3	1900.00	1885.90	4.92
Hamilton..	1337	1119	370	4	1708.63	1567.89	125,24
Hernando	755	309	51	11	2943.66	2515.02	326.07
Hillsboro'	2484	3916	1546	41	30505.98	26379.76	2577.45
Holmes ..	1211	1011	.....	4	1012.04	913.24	281.95
Jackson ..	3110	2541	260	8	1441.50	1285.06	93.90
Jefferson	1282	1166	.....	...	.....	.....	.....
Lafayette.	775	797	56	8	2127.35	1496.82	351.54
Lake	921	1046	2	18	4076.10	3572.79	258.36
Lee	570	923	.....	7	3335.67	2192.84	3003.68
Leon	1341	854	871	1	3861.27	2456.04	.....
Levy	891	747	43	14	3524.50	2853.47	83.84
Liberty ..	368	210	47	...	.....	.....	.....
Madison .	2207	1468	155	2	501.72	467.64	113.46
Manatee .	1319	1319	.....	37	5905.12	5262.30	.....
Marion ...	3122	2798	778	29	10099.82	10148.68	.....
Monroe ...	1905	3832	.....	...	.....	.....	.....
Nassau ..	502	1221	37	2	420.34	327.27	124.40
Orange ..	1173	1547	231	15	7654.00	7599.16	.....
Osceola ...	395	830	49	3	1160.83	1108.36	44.21
Pasco	596	674	.....	32	4760.59	4632.50	64.00
Polk	1668	1498	265	21	9531.87	7919.16	332.65
Putnam ..	1082	1096	544	3	481.73	475.81	2.25
St. Johns.	464	1246	103	...	.....	.....	.....
St. Lucie..	665	565	100	...	.....	.....	.....
Santa Rosa	1171	952	379	...	.....	.....	8.60
Sumter ...	1006	1040	85	8	2696.77	1617.09	.....
Suwannee	2098	1113	82	11	3681.10	2936.13	157.25
Taylor ...	705	452	.....	1	767.61	594.26	.....
Volusia ...	641	1389	.....	19	11037.87	10816.81	.....
Wakulla ..	849	609	.....	...	.....	.....	.....
Walton ..	1647	963	267	2	1500.20	470.53	63.66
Wash'ton	1851	900	349	6	1062.81	961.08	185.78

TABLE XVI.—School Fund Receipts of 1905.
PART I.—Their Sources.

1905-1906. Counties.	Total Receipts Except Borrowed Money	1 Cash From Last Year	2 From County Taxes	3 From Poll Taxes	4 From District Taxes
The State..	$1473,191.80	$191,918.25	$775,162.45	$75,786	$148,598.16
Alachua ...	$69,945.82	$5,001.63	$35,765.82	$2,749	$11,610.04
Baker	10,738.35	2,773.57	5,950.67	344	356.51
Bradford ...	25,173.13	5,858.28	10,190.51	1,274	2,604.19
Brevard	23,041.20	2,663.60	13,362.41	669	2,378.95
Calhoun	13,918.66	4,117.56	6,374.93	765	1,298.27
Citrus	18,572.74	4,992.48	7,357.09	799	2,635.17
Clay	16,352.54	2,430.90	6,342.52	685	3,624.46
Columbia ..	23,801.63	765.89	12,002.46	1,976	2,545.65
Dade	51,496.00	63.44	36,235.88	2,114	4,220.88
DeSoto	42,314.10	5,661.05	23,183.03	3,739	4,058.72
Duval	118,584.28	1,616.15	93,266.88	8,406	1,851.50
Escambia ..	57,301.92	3,883.44	39,454.63	3,439	.....
Franklin	8,073.78	.....	5,624.68	800	.....
Gadsden ...	28,572.25	13,964.33	5,487.95	1,206	1,890.82
Hamilton ..	16,656.98	2,075.09	7,291.11	1,489	1,693.13
Hernando ..	14,086.15	2,404.58	6,397.69	360	2,841.09
Hillsboro' ..	171,119.68	28,602.78	83,181.91	5,462	28,957.21
Holmes	15,890.33	2,738.30	6,664.69	1,011.	1,195.19
Jackson	32,597.96	3,404.21	13,237.20	2,801	1,378.96
Jefferson ...	22,018.95	4,226.79	8,849.41	1,166	.....
Lafayette ..	18,595.66	7,319.95	6,957.91	853	1,848.36
Lake	26,757.96	2,135.82	14,105.32	1,048	3,831.15
Lee	21,213.22	10.00	9,652.85	923	5,196.52
Leon	38,549.64	4,978.19	16,871.73	1,725	2,456.04
Levy	16,138.50	12.22	8,835.22	790	3,692.31
Liberty	6,897.53	3,444.92	1,999.25	257	.....
Madison	29,718.07	4,762.98	13,733.36	1,623	581.10
Manatee ...	35,786.27	2,659.10	16,229.50	1,319	5,262.30
Marion	59,072.10	3,079.34	28,841.96	3,576	10,148.68
Monroe	17,461.57	123.62	11,322.00	3,832	.....
Nassau	17,902.71	4,015.37	8,036.07	1,258	451.67
Orange	48,592.41	8,677.88	22,252.07	1,778	7,599.16
Osceola	20,814.24	2,941.56	11,847.03	879	1,152.57
Pasco	23,815.34	4,024.96	9,676.38	674	4,696.50
Polk	55,841.87	4,170.83	31,606.40	1,763	8,251.81
Putnam	25,420.17	3,002.83	14,158.01	1,640	478.06
St. Johns...	23,964.97	2,455.36	17,350.66	1,349	.....
St. Lucie....	13,494.22	918.59	10,186.03	665	.....
Santa Rosa.	22,167.70	2,496.55	12,996.15	1,331	8.60
Sumter	15,518.71	4,194.98	5,892.56	1,125.	1,617.09
Suwannee ..	22,207.50	1,025.42	11,098.63	1,195	3,093.38
Taylor	14,597.12	28.43	10,623.39	452	594.26
Volusia	56,218.40	13,242.84	23,632.30	1,389	10,816.81
Wakulla ...	6,520.40	291.05	4,064.55	609	.....
Walton	29,356.50	7,335.37	15,450.15	1,230	534.19
Washington	26,312.57.	7,326.02	11,521.50	1,249	1,146.86

TABLE XVI.—School Fund Receipts of 1905.
PART II.—Receipts From Other Sources.

1905-1906. Counties.	From State Apportionment			8	9	10
	5 Interest Fund	6 One-Mill Tax	7 State Aid	Tuition Non-Resident Pupils	Examination Fees	Other Sources
The State..	$33915.20	$117119.23	$87721.34	$1433.91	$1862	$39855.26
Alachua ...	$1687.60	$5906.60	$5680.15	.....	$94	$1450.98
Baker	284.80	996.80	.....	.....	32	.....
Bradford ..	741.20	2594.20	1879.75	.....	31	.....
Brevard ...	232.80	814.80	1296.60	.....	13	1608.04
Calhoun ...	247.20	865.20	237.00	.....	6	7.50
Citrus	228.00	798.00	250.00	.....	13	1500.00
Clay	270.00	945.00	1214.40	$740.26	36	64.00
Columbia ..	954.80	3341.80	1460.20	.....	27	727.83
Dade	567.60	1986.60	2236.95	19.00	20	4031.65
DeSoto	818.40	2864.40	1887.50	.....	37	65.00
Duval	2276.00	7966.00	2572.25	6.00	119	504.50
Escambia ..	1452.00	5082.00	3946.25	.....	41	3.60
Franklin ..	246.40	862.40	175.50	.....	8	356.80
Gadsden ...	1121.60	3925.60	794.95	.....	36	145.00
Hamilton ..	558.00	1953.00	1511.65	.....	86	.....
Hernando ..	210.00	735.00	1054.20	.....	9	74.59
Hillsboro' ..	2118.80	7415.80	9210.80	.....	118	6052.38
Holmes	517.60	1811.60	1462.95	.....	5	484.00
Jackson ...	1667.60	5836.60	3029.65	.....	125	1117.74
Jefferson ..	1209.20	4232.20	2024.10	.....	89	222.25
Lafayette ..	288.40	1009.40	284.74	.....	27	6.90
Lake	545.60	1909.60	3022.45	61.90	45	53.12
Lee	214.80	751.80	341.25	55.00	3	4065.00
Leon	1370.40	4796.40	2347.70	.....	88	3916.18
Levy	544.00	1904.00	336.75	.....	24	.....
Liberty	170.00	595.00	407.25	.....	5	19.11
Madison ...	1145.20	4008.20	476.25	.....	18	3369.98
Manatee ...	492.40	1723.40	3255.70	.....	22	4822.87
Marion	1686.40	5902.40	5586.45	.....	73	177.87
Monroe	397.60	1391.60	358.25	.....	5	31.50
Nassau	553.20	1936.20	1619.20	.....	18	15.00
Orange	829.60	2903.60	4505.10	.....	47	.....
Osceola	313.60	1097.60	1222.50	.....	13	1347.38
Pasco	351.60	1230.60	2267.20	.....	33	861.10
Polk	1013.20	3546.20	4765.10	.....	51	674.33
Putnam	649.60	2273.60	2508.45	177.00	31	501.62
St. Johns ..	453.60	1587.60	614.75	123.00	31	.....
St. Lucie ..	163.60	572.60	985.40	.....	3	.....
Santa Rosa.	659.20	2307.20	2336.00	.....	33	.....
Sumter	448.40	930.43	1256.25	.....	19	35.00
Suwannee .	1309.20	3637.20	438.75	.....	43	366.92
Taylor	327.60	1146.60	1048.75	.....	8	368.09
Volusia ...	851.20	2979.20	2845.25	.....	20	441.80
Wakulla ...	306.40	1072.40	160.00	.....	17	.....
Walton	669.20	2342.20	1424.50	76.75	38	256.14
Washingt'n	751.60	2630.60	1380.50	175.00	22	109.49

TABLE XVII.—Summary of Expenditures of Public School Funds.

1905-1906. Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.
The State	$1446,297.10	$224,869.88
Alachua	$60,779.13	.....
Baker	11,403.66	.....
Bradford	24,109.35	$3,150.00
Brevard	16,881.77	.....
Calhoun	9,715.23	5.25
Citrus	21,437.98	6,000.00
Clay	13,970.59	433.34
Columbia	29,172.18	7,205.81
Dade	36,520.06	.....
DeSoto	44,573.43	13,661.50
Duval	135,150.25	3,271.57
Escambia	121,738.48	63,481.00
Franklin	12,389.61	3,959.60
Gadsden	17,297.19	.....
Hamilton	14,192.63	.....
Hernando	14,583.25	3,920.00
Hillsborough	212,635.90	98,654.17
Holmes	9,625.13	144.00
Jackson	27,765.51	.....
Jefferson	15,780.73	.....
Lafayette	9,271.60	.....
Lake	23,217.71	.....
Lee	17,005.52	.....
Leon	38,946.56	152.06
Levy	17,547.61	.....
Liberty	4,260.69	.....
Madison	29,120.58	902.25
Manatee	26,079.37	.....
Marion	49,604.56	.....
Monroe	13,744.75	.....
Nassau	17,374.20	.....
Orange	39,777.31	.....
Osceola	19,776.05	4,000.00
Pasco	24,880.70	8,000,00
Polk	57,308.10	5,000.00
Putnam	19,914.06	.....
St. Johns	22,757.84	.....
St. Lucie	15,146.13	1,271.80
Santa Rosa	19,914.20	12.23
Sumter	13,556.29	.....
Suwannee	28,365.53	.....
Taylor	12,197.74	.....
Volucia	34,455.93	.....
Wakulla	7,622.32	1,300.00
Walton	16,534.33	345.30
Washington	18,195.36	.....

TABLE XVII. —*(Continued.)*—Summary of Expenditures of Public School Funds.

1905-1906. Counties.	Total Expenditures.		
	For all Purposes.	For Schools Proper.	For Administration, etc.
The State	$1221,427.22	$1080,680.64	$140,746.58
Alachua	$60,779.13	$54.734.11	$6,045.02
Baker	11,403.66	10,215.88	1,187.78
Bradford	20,959.35	18,807.09	2,152.26
Brevard	16,881.77	13,304.77	3,577.00
Calhoun	9,709.98	8,803.75	906.23
Citrus	15,437.98	12,443.28	2,994.70
Clay	13,537.25	11,771.08	1,766.17
Columbia	21,966.37	18,687.75	3,278.62
Dade	36,520.06	33,402.46	3,117.60
DeSoto	30,911.93	26,371.78	4,540.15
Duval	131,878.68	118,283.30	13,595.38
Escambia	58,257.48	54,343.29	3,914.19
Franklin	8,430.01	7,388.74	1,041.27
Gadsden	17,297.19	15,880.19	1,417,00
Hamilton	14,192.63	12,934.72	1,257.91
Hernando	10,663.25	9,224.56	1,438.69
Hillsborough	113,981.73	101,322.97	12,658.76
Holmes	9,481.13	8,194.55	1,286.58
Jackson	27,765.51	25,064.77	2,700.74
Jefferson	15,780.73	14,326.30	1,454.43
Lafayette	9,271.60	8,106.90	1,164.70
Lake	23,217.71	20.556.51	2,661.20
Lee	17,005.52	11,748.42	5,257.10
Leon	38,794.50	32,689.54	6,104.96
Levy	17,547.61	15,416.85	2,130.76
Liberty	4,260.69	3,632.25	628.44
Madison	28,218.33	26,171.40	2,046.93
Manatee	26,079.37	23,447.26	2,632.11
Marion	49,604.56	44,553.85	5,050.71
Monroe	13,744.75	11,674.64	2,070.11
Nassau	17,374.20	15,341.12	2,033.08
Orange	39,777.31	36,664.62	3,112.69
Osceola	15,776.05	12,968.49	2,807.56
Pasco	16,880.70	14,401.77	2,478.93
Polk	52,308.10	44,868.15	7,439.95
Putnam	19,914.06	17,772.28	2,141.78
St. Johns	22,757.84	20.725.31	2,032.53
St. Lucie	13,874.33	11,630.68	2,243.65
Santa Rosa	19,901.97	17,600.05	2,301.92
Sumter	13,556.29	11,622.19	1,934.10
Suwannee	28,365.53	25,206.71	3,158.82
Taylor	12,197.74	10,012.14	2,185.60
Volusia	34,455.93	31,746.76	2,709.17
Wakulla	6,322.32	5,513.10	809.22
Walton	16,189.03	14,381.67	1,807.36
Washington	18,195.36	16,722.64	1,472.72

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1905-1906. Counties.	Total	1. Salaries of Teachers	2 School Lots	3 New Buildings	4 Repairs
The State ..	$1080,680.64	$835,664.07	$18,744.96	$90,482.91	$42,224.04
Alachua ...	54,734.11	35,873.36	.....	13,073.60	549.87
Baker	10,215.88	4,866.00	272.00	3,921.13	61.05
Bradford ..	18,807.09	16,858.00	.....	528.06	129.52
Brevard ...	13,304.77	9,705.00	.....	732.17	216.69
Calhoun ...	8,803.75	6,638.00	.....	750.32	.....
Citrus	12,443.28	10,151.00	.....	1,000.00	336.10
Clay	11,771.08	9,949.00	.....	.....	586.31
Columbia ..	18,687.75	16,320.75	10.00	1,191.99	49.59
Dade	33,402.46	24,912.50	683.83	3,229.98	688.81
DeSoto	26,371.78	24,600.25	.....	861.58	205.07
Duval	118,283.30	63,404.76	12,021.25	5,929.92	22,593.11
Escambia ..	54,343.29	40,715.00	4,019.50	3,276.03	1,631.41
Franklin ..	7,388.74	6,516.25	.....	.....	428.38
Gadsden ...	15,880.19	13,274.25	.....	1,139.37	269.34
Hamilton ..	12,934.72	11,752.25	.....	104.35	176.05
Hernando .	9,224.56	7,513.75	.....	61.65	141.51
Hillsb'gh ..	101,322.97	79,733.00	200.00	10,861.66	1,726.35
Holmes	8,194.55	7,478.12	.....	54.00	50.00
Jackson ...	25,064.77	24,702.00	.....	84.16	65.70
Jefferson ..	14,326.30	12,446.00	12.50	732.70	2.90
Lafayette ..	8,106.90	6,848.50	.....	851.07	78.00
Lake	20,556.51	18,767.37	.....	275.51	446.73
Lee	11,748.42	10,562|50	.....	300.74	414.36
Leon	32,689.54	20,221.00	.....	9,036.27	1,298.71
Levy	15,416.85	13,922.50	.....	284.93	710.84
Liberty ...	3,632.25	3,357.50	.....	57.10	93.60
Madison ...	26,171.40	11,885.75	.....	12,489.78	95.25
Manatee	23,447.26	19,789.20	100.00	671.46	673.26
Marion	44,553.85	38,540.00	.....	701.48	1,230.95
Monroe	11,674.64	9,560.00	.....	319.74	196.14
Nassau	15,341.12	12,788.50	.....	1,186.75	489.30
Orange	36,664|62	29,614.50	.....	1,344.82	704.15
Osceola	12,968.49	9,840.50	.....	530.71	342.41
Pasco	14,401.77	11,452.50	.....	1,384.18	331.79
Polk	44,868.15	37,822.40	87.31	3,202.89	560.32
Putnam ...	17,772.28	17,164.75	.....	.....	149.67
St. Johns ..	20,725.31	13,969.75	951.07	2,319.52	317.75
St. Lucie ..	11,630.68	7,685.15	.....	758.82	438.94
Santa Rosa.	17,600.05	14,796.50	.....	1,881.56	31.97
Sumter	11,622.19	10,946.00	.....	220.70	324.66
Suwannee .	25,206.71	18,315.75	187.50	3,007.90	1,635.69
Taylor	10,012.14	9,252.00	100.00	180.37	112.79
Volusia ...	31,746.76	26,906.50	.....	1,148.47	1,172.99
Wakulla ...	5,513.10	5,025.00	.....	120.50	5.62
Walton	14,381.67	13,819.51	.....	.....	56.04
Wash'ton ..	16,722.64	15.401.20	100.00	474.97	404.35

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1905-1906. Counties.	5 Furniture	6 Apparatus	7 Insurance	8 Rents	9 Janitors
The State	$16,681.17	$4,933.55	$5,872.75	$2,425.38	$9,639.81
Alachua	671.15	19,75	.....	.....	231.80
Baker	811.00	228.50	45.00	.....	.....
Bradford	137.20	123.00	50.30	.....	48.00
Brevard	119.60	.....	442.50	.....	82.00
Calhoun	1,175.41	80.00	120.00	.....	.....
Citrus	84.00	110.24	.....	.....	.....
Clay	63,79	16.92	110.50	12.00	65.15
Columbia	74.26	.....	45.00	48.00	153.00
Dade	270.69	576.80	231.25	113.00	486.85
DeSoto	87.58	159.14	.....	40.00	64.00
Duval	2,971.71	5.50	1,043.60	238.00	2,413.00
Escambia	679.00	251.87	290.05	689.26	1,156.00
Franklin	.....	.....	.....	.....	183.50
Gadsden	489.17	.....	.....	24.00	.....
Hamilton	699.57	.....	.....	.....	.....
Hernando	226.69	.....	.....	.....	80.00
Hillsborough	544.64	128.14	262.60	469.00	966.80
Holmes	35.48	550.00	.....	.....	.....
Jackson	71.40	.....	15.00	.....	40.25
Jefferson	.....	210.70	49.50	.....	32.00
Lafayette	236.57	.....	.....	.....	6.00
Lake	96.32	263.28	107.26	.....	139.50
Lee	135.99	51.50	34.00	31.50	48.20
Leon	319.87	6.38	225.00	295.45	208.45
Levy	64.20	.....	.....	.....	.....
Liberty	3.45	15.00	60.00	.....	.....
Madison	1,155.59	.....	257.50	10.00	16.00
Manatee	575.77	553.07	.....	.....	128.00
Marion	450.00	.....	23.62	.....	280.00
Monroe	40.00	.....	30.00	199.92	668.80
Nassau	32.61	72.50	68.00	55.00	107.65
Orange	229.04	.....	47.87	.....	432.13
Osceola	92.95	292.90	184.50	5.75	98.00
Pasco	218.08	.....	.....	.....	92.70
Polk	610.80	434.22	231.50	.....	.....
Putnam	.....	.....	22.50	.....	.....
St. Johns	492.74	180.67	779.75	.....	337.53
St. Lucie	256.42	17.50	358.40	.....	85.25
Santa Rosa	248.64	.....	301.50	88.00	.....
Sumter	.....	.....	56.25	.....	.....
Volusia	810.17	152.08	40.20	89.00	829.25
Taylor	236.98	.....	.....	.....	.....
Volusia	810.17	152.08	40.20	89.00	829.25
Wakulla	361.98	.....	.....	.....	.....
Walton	15.66	406.26	.....	.....	.....
Washington	191.21	27.63	.....	17.50	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Costs of Lots, etc.

1905-1906. Counties.	Total	1. Salaries of Teachers	2 School Lots	3 New Buildings	4 Repairs
The State ..	$1080,080.64	$835,664.07	$18,744.96	$90,482.91	$42,224.04
Alachua ...	54,734.11	35,873.36	.....	13,073.60	549.87
Baker	10,215.88	4,866.00	272.00	3,921.13	61.05
Bradford ..	18,807.09	16,858.00	.....	528.06	129.52
Brevard ...	13,304.77	9,705.00	.....	732.17	216.69
Calhoun ...	8,803.75	6,638.00	.....	750.32	.....
Citrus	12,443.28	10,151.00	.....	1,000.00	336.10
Clay	11,771.08	9,949.00	.....	.....	586.31
Columbia ..	18,687.75	16,320.75	10.00	1,191.99	49.59
Dade	33,402.46	24,912.50	683.83	3,229.98	688.81
DeSoto	26,371.78	24,600.25	.....	861.58	205.07
Duval	118,283.30	63,404.76	12,021.25	5,929.92	22,593.11
Escambia ..	54,343.29	40,715.00	4,019.50	3,276.03	1,631.41
Franklin ..	7,388.74	6,516.25	.....	.....	428.38
Gadsden ...	15,880.19	13,274.25	.....	1,139.37	269.34
Hamilton ..	12,934.72	11,752.25	.....	104.35	176.05
Hernando .	9,224.56	7,513.75	.....	61.65	141.51
Hillsb'gh ..	101,322.97	79,733.00	200.00	10,861.66	1,726.35
Holmes	8,194.55	7,478.12	.....	54.00	50.00
Jackson ...	25,064.77	24,702.00	.....	84.16	65.70
Jefferson ..	14,326.30	12,446.00	12.50	732.70	2.90
Lafayette ..	8,106.90	6,848.50	.....	851.07	78.00
Lake	20,556.51	18,767.37	.....	275.51	446.73
Lee	11,748.42	10,562|50	.....	300.74	414.36
Leon	32,689.54	20,221.00	.....	9,036.27	1,298.71
Levy	15,416.85	13,922.50	.....	284.93	710.84
Liberty ...	3,632.25	3,357.50	.....	57.10	93.60
Madison ...	26,171.40	11,885.75	.....	12,489.78	95.25
Manatee	23,447.26	19,789.20	100.00	871.46	673.26
Marion	44,553.85	38,540.00	.....	701.48	1,230.95
Monroe	11,674.64	9,560.00	.....	319.74	196.14
Nassau	15,341.12	12,788.50	.....	1,186.75	489.30
Orange	36,664|62	29,614.50	.....	1,344.82	704.15
Osceola	12,968.49	9,840.50	.....	530.71	342.41
Pasco	14,401.77	11,452.50	.....	1,384.18	331.79
Polk	44,868.15	37,822.40	87.31	3,202.89	560.32
Putnam ...	17,772.28	17,164.75	.....	.....	149.67
St. Johns ..	20,725.31	13,969.75	951.07	2,319.52	317.75
St. Lucie ..	11,630.68	7,685.15	.....	758.82	438.94
Santa Rosa.	17,600.05	14,796.50	.....	1,881.56	31.97
Sumter	11,622.19	10,946.00	.....	220.70	324.66
Suwannee .	25,206.71	18,315.75	187.50	3,007.90	1,635.69
Taylor	10,012.14	9,252.00	100.00	180.37	112.79
Volusia ...	31,746.76	26,906.50	.....	1,148.47	1,172.99
Wakulla ...	5,513.10	5,025.00	.....	120.50	5.62
Walton	14,381.67	13,819.51	.....	.....	56.04
Wash'ton ..	16,722.64	15.401.20	100.00	474.97	404.35

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1905-1906. Counties.	5 Furniture	6 Apparatus	7 Insurance	8 Rents	9 Janitors
The State	$16,681.17	$4,933.55	$5,872.75	$2,425.38	$9,639.81
Alachua	671.15	19,75	.....	.....	231.80
Baker	811.00	228.50	45.00	.....	.....
Bradford	137.20	123.00	50.30	.....	48.00
Brevard	119.60	.....	442.50	.....	82.00
Calhoun	1,175.41	80.00	120.00	.....	.....
Citrus	84.00	110.24	.....	.....	.....
Clay	63,79	16.92	110.50	12.00	65.15
Columbia	74.26	.....	45.00	48.00	153.00
Dade	270.69	576.80	231.25	113.00	486.85
DeSoto	87.58	159.14	.....	40.00	64.00
Duval	2,971.71	5.50	1,043.60	238.00	2,413.00
Escambia	679.00	251.87	290.05	689.26	1,156.00
Franklin	.....	.....	.....	.....	183.50
Gadsden	489.17	.....	.....	24.00	.....
Hamilton	699.57	.....	.....	.....	.....
Hernando	226.69	.....	.....	.....	80.00
Hillsborough	544.64	128.14	262.60	469.00	966.80
Holmes	35.48	550.00	.....	.....	.....
Jackson	71.40	.....	15.00	.....	40.25
Jefferson	.....	210.70	49.50	.....	32.00
Lafayette	236.57	.....	.....	.....	6.00
Lake	96.32	263.28	107.26	.....	139.50
Lee	135.99	51.50	34.00	31.50	48.20
Leon	319.87	6.38	225.00	295.45	208.45
Levy	64.20	.....	.....	.....	.....
Liberty	3.45	15.00	60.00	.....	.....
Madison	1,155.59	.....	257.50	10.00	16.00
Manatee	575.77	553.07	.....	.....	128.00
Marion	450.00	.....	23.62	.....	280.00
Monroe	40.00	.....	30.00	199.92	668.80
Nassau	32.61	72.50	68.00	55.00	107.65
Orange	229.04	.....	47.87	.....	432.13
Osceola	92.95	292.90	184.50	5.75	98.00
Pasco	218.08	.....	.....	.....	92.70
Polk	610.80	434.22	231.50	.....	.....
Putnam	.....	.....	22.50	.....	.....
St. Johns	492.74	180.67	779.75	.....	337.53
St. Lucie	256.42	17.50	358.40	.....	85.25
Santa Rosa	248.64	.....	301.50	88.00	.....
Sumter	.....	.....	56.25	.....	.....
Volusia	810.17	152.08	40.20	89.00	829.25
Taylor	236.98	.....	.....	.....	.....
Volusia	810.17	152.08	40.20	89.00	829.25
Wakulla	361.98	.....	.....	.....	.....
Walton	15.66	406.26	.....	.....	.....
Washington	191.21	27.63	.....	17.50	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, etc.

1905-1906. Counties.	10 Fuel	11 Free Books	12 Transportation of Pupils	13 School Incidentals
The State	$3,487.27	$6,610.21	$22,026.01	$21,888.51
Alachua	82.45	.....	191.99	4,040.14
Baker	5.60	.....	.....	5.60
Bradford	39.55	66.35	275.00	552.11
Brevard	5.50	290.70	962.75	747.86
Calhoun	.....	.....	.....	40.02
Citrus	.....	458.22	131.83	171.89
Clay	43.15	.....	866.20	58.06
Columbia	59.59	.....	234.00	501.57
Dade	17.65	1,474.50	716.60	.....
DeSoto	12.75	103.46	114.50	123.45
Duval	1,188.87	2.30	5.131.42	1,339.86
Escambia	682.45	179.00	.....	773.72
Franklin	28.63	.....	.....	231.98
Gadsden	.....	352.60	128.00	203.46
Hamilton	.....	.....	.....	202.50
Hernando	4.00	970.82	102.00	124.14
Hillsborough	181.15	20.48	2,871.25	3,357.90
Holmes	.....	.....	.....	26.95
Jackson	25.50	.....	.....	60.76
Jefferson	.....	.....	840.00	.....
Lafayette	.....	19.25	19.50	48.01
Lake	21.71	65.76	158.14	216.93
Lee	18.45	.....	.....	151.18
Leon	121.75	.....	232.50	724.16
Levy	20.85	.....	195.00	218.53
Liberty	.....	1.60	.....	44.00
Madison	44.75	.....	.....	216.78
Manatee	47.50	225.22	76.75	407.03
Marion	165.00	.....	920.00	2,242.80
Monroe	.....	.....	.....	660.04
Nassau	86.20	4.00	156.50	294.11
Orange	204.00	58.07	3,146.33	883.71
Osceola	17.50	773.36	436.92	352.99
Pasco	7.25	.....	646.45	268.82
Polk	.....	781.19	731.80	405.72
Putnam	.....	.....	407.90	27.46
St. Johns	128.08	65.69	836.00	343.76
St. Lucie	2.00	406.44	1,358.00	263.76
Santa Rosa	.....	.....	.....	251.88
Sumter	.....	.....	74.58	.....
Suwannee	51.82	81.40	10.60	822.66
Taylor	.....	130.00	.....	.....
Volusia	135.42	69.55	53.50	339.63
Wakulla	.....	.....	.....	.....
Walton	38.15	9.25	.....	36.80
Washington	.....	.....	.....	105.78

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1905-1906 Counties.	Total	1 Salary of Superintendent	2 Traveling Expenses of Superintendent
The State	$140,746.58	$ 38,603.88	$ 2,617.64
Alachua	6,045.02	1,200.00	26.00
Baker	1,187.78	420.00	.....
Bradford	2,152.26	780.00	39.75
Brevard	3,577.00	900.00	.....
Calhoun	906.23	420.00	50.00
Citrus	2,994.70	720.00	30.00
Clay	1,766.17	660.00	.....
Columbia	3,278.62	799.80	145.65
Dade	3,117.60	889.98	126.75
DeSoto	4,540.15	825.00	45.00
Duval	13,595.38	1,774.25	124.50
Escambia	3,914.19	1,500.00	.....
Franklin	1,041.27	300.00	.....
Gadsden	1,417.00	750.00	.....
Hamilton	1,257.91	600.00	.....
Hernando	1,438.69	720.00	36.35
Hillsborough	12,658.76	1,650.00	275.00
Holmes	1,286.58	600.00	65.00
Jackson	2,700.74	900.00	24.05
Jefferson	1,454.43	720.00	53.00
LaFayette	1,164.70	525.00	.....
Lake	2,661.20	1,080.00	241.30
Lee	5,257.10	720.00	85.00
Leon	6,104.96	1,200.00	80.00
Levy	2,130.76	900.00	.....
Liberty	628.44	300.00	13.00
Madison	2,046.93	900.00	68.95
Manatee	2,632.11	800.00	.....
Marion	5,050.71	1,200.00	95.90
Monroe	2,070.11	1,125.00	.....
Nassau	2,033.08	720.00	.....
Orange	3,112.69	1,500.00	.....
Osceola	2,807.56	600.00	.....
Pasco	2,478.93	720.00	.....
Polk	7,439.95	1,000.00	115.38
Putnam	2,141.78	900.00	67.19
St. Johns	2,032.53	840.00	114.65
St. Lucie	2,243.65	600.00	118.65
Santa Rosa	2,301.92	900.00	.....
Sumter	1,934.10	720.00	135.20
Suwannee	3,158.82	960.00	229.20
Taylor	2,185.60	644.89	200.00
Volusia	2,709.17	999.96	.....
Wakulla	809.22	300.00	.....
Walton	1,807.36	720.00	12.17
Washington	1,472.72	600.00	.....

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—*(Continued.)*—Cost of Officials.

1905-1906 Counties.	3 Per Diem and Mileage of School Boards	4 Incidental Expenses of Supt. and Board	5 Commission Paid Treasurer
The State	$10,770.64	$ 4,754.42	$23,672.86
Alachua	480.60	126.05	938.68
Baker	183.50	37.65	254.35
Bradford	232.00	19.72	504.85
Brevard	325.20	77.85	410.11
Calhoun	160.40	60.19	163.94
Citrus	133.80	.....	306.76
Clay	187.20	24.80	274.33
Columbia	163.30	134.51	370.40
Dade	501.00	260.13	709.76
DeSoto	258.80	118.27	744.74
Duval	501.70	269.71	2,247.81
Escambia	279.00	.....	381.74
Franklin	143.20	57.40	243.38
Gadsden	137.80	29.13	345.87
Hamilton	221.20	41.08	285 68
Hernando	126.60	95.46	270.73
Hillsborough	342.70	463.37	3,317.87
Holmes	301.80	62.87	116.06
Jackson	285.80	44.35	547.21
Jefferson	134.00	24.78	260.32
LaFayette	239.80	11.11	201.87
Lake	220.10	103.60	447.41
Lee	256.00	42.40	422.91
Leon	201.40	256.14	705.00
Levy	226.80	135.44	347.50
Liberty	209.25	4.21	85.88
Madison	235.20	61.25	454.28
Manatee	91.20	74.95	320.25
Marion	351.00	328.00	1,238.57
Monroe	108.00	.....	419.10
Nassau	224.80	136.96	269.81
Orange	208.80	91.22	653.31
Osceola	177.00	77.09	442.70
Pasco	196.20	239.69	464.23
Polk	213.20	163.36	823.14
Putnam	254.00	51.85	411.15
St. Johns	94.50	231.79	442.12
St. Lucie	276.60	162.72	252.48
Santa Rosa	170.05	136.94	397.33
Sumter	231.54	34.00	287.54
Suwannee	233.30	137.95	141.55
Taylor	223.20	38.22	272.33
Volusia	401.90	108.96	810.84
Wakulla	165.20	20.50	105.67
Walton	256.80	121.00	214.72
Washington	205.20	37.75	346.58

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1905-1906 Counties.	6 Interest on Debt and Loans	7 Institutes and Summer Schools	8 Undistributed Books, etc.	9 Printing
The State	$21,744.44	$ 603.00	$ 6,396.54	$ 2,752.34
Alachua	2,844.50	40.00	.....	130.29
Baker	29.58	75.00	.....	118.70
Bradford	59.35	.....	146.59	110.75
Brevard	255.96	.....	.....	24.00
Calhoun	.....	.....	.....	35.00
Citrus	112.70	.....	.....	108.00
Clay	.....	.....	.....	23.48
Columbia	538.46	.....	130.17	135.83
Dade	361.33	120.00	.....	58.45
DeSoto	376.50	3.50	1,401.70	36.00
Duval	4,921.47	.....	309.00	91.20
Escambia	1,619.00	.....	.....	103.95
Franklin	83.59	.....	.....	33.70
Gadsden	.....	32.00	.....	24.00
Hamilton	.....	.....	.....	18.00
Hernando	80.00	.....	.....	78.75
Hillsborough	3,754.87	250.00	2,036.90	24.00
Holmes	.....	.....	.....	35.50
Jackson	.....	.....	.....	68.00
Jefferson	19.64	.....	.....	3.25
LaFayette	.....	.....	32.40	75.00
Lake	104.21	6.00	.....	64.64
Lee	.....	.....	29.69	50.25
Leon	.....	.....	311.81	95.90
Levy	341.63	4.50	.....	6.00
Liberty	.....	.....	.....	.....
Madison	134.95	.....	46.45	90.75
Manatee	899.24	.....	103.44	71.79
Marion	978.00	.....	.....	103.60
Monroe	383.01	.....	.....	.....
Nassau	141.49	.....	402.12	72.90
Orange	.....	.....	18.96	31.25
Osceola	371.81	.....	.....	49.80
Pasco	104.76	.....	.....	40.00
Polk	1,820.82	.....	.....	.....
Putnam	.....	.....	.....	111.25
St. Johns	.....	30.00	.....	9.50
St. Lucie	172.65	.....	139.46	165.45
Santa Rosa	255.86	.....	16.50	45.00
Sumter	150.23	.....	.....	24.60
Suwannee	165.07	.....	1,225.85	.....
Taylor	503.76	.....	.....	80.50
Volusia	.....	.....	.....	153.31
Wakulla	80.00	42.00	.....	24.00
Walton	.....	.....	18.50	92.00
Washington	.....	.....	.....	34.00

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.— *(Continued.)*—Other Expenditures.

1905-1906 Counties.	10 Expenses of Examinations	11 Tuition of County Line Pupils	12 All Other Purposes
The State	$ 2,445.82	$ 1,227.90	$25,157.10
Alachua	90.90	168.00	.....
Baker	69.00	.....	.....
Bradford	31.50	100.00	127.75
Brevard	80.00	.....	1,503.88
Calhoun	16.70	.....	.....
Citrus	68.55	7.70	1,507.19
Clay	53.50	154.00	388.86
Columbia	38.60	.....	821.90
Dade	90.20	.....	.....
DeSoto	35.00	55.00	640.64
Duval	125.06	156.75	3,073.93
Escambia	30.50	.....	.....
Franklin	30.00	.....	150.00
Gadsden	58.20	40.00	.....
Hamilton	91.95	.....	.....
Hernando	20.80	10.00	.....
Hillsborough	82.05	.....	435.00
Holmes	44.50	.....	60.85
Jackson	99.10	175.00	557.23
Jefferson	86.50	.....	152.94
Lafayette	26.80	.....	52.72
Lake	40.75	.....	273.19
Lee	12.00	.....	3,638.85
Leon	109.80	.....	3,144.91
Levy	5,544.65	4,160.20	.....
Liberty	16.10	.....	.....
Madison	25.10	.....	30.00
Manatee	48.60	.....	222.64
Marion	99.00	48.00	608.64
Monroe	35.00	.....	.....
Nassau	65.00	.....	.....
Orange	79.45	.....	529.70
Osceola	12.00	29.75	1,047.41
Pasco	51.00	.....	663.05
Polk	106.55	.....	3,197.50
Putnam	42.80	198.00	105.54
St. Johns	42.50	15.00	212.47
St. Lucie	31.30	.....	324.34
Santa Rosa	46.18	.....	334.06
Sumter	.....	.....	350.99
Suwannee	65.90	.....	.....
Taylor	39.75	.....	182.95
Volusia	62.80	20.70	150.70
Wakulla	21.85	50.00	.....
Walton	33.65	.....	338.52
Washington	57.10	.....	192.09

TABLE XX.—Showing Financial Condition of County Boards July 1, 1906.

1905-1906. Counties.	Total Indebtedness	Net Indebtedness	Net Cash on hand
The State	$308,487.88	$165,738.18	$131,867.45
Alachua	56,269.03	40,026.99	.....
Baker	.....	.....	1,321.35
Bradford	.....	.....	4,213.78
Brevard	795.33	.....	2,114.24
Calhoun	310.00	.....	4,203.43
Citrus	2,661.80	.....	3,134.76
Clay	3,308.13	.....	271.52
Columbia	7,614.35	2,135.69	.....
Dade	9,788.25	.....	947.55
DeSoto	3,009.85	.....	5,501.72
Duval	55,987.04	55,364.18	.....
Escambia	24,638.05	18,222.86	.....
Franklin	1,210.61	729.97	.....
Gadsden	217.53	.....	11,216.18
Hamilton	1,116.50	.....	1,522.14
Hernando	206.19	.....	3,386.61
Hillsborough	51,790.04	8,755.63	.....
Holmes	8,831.80	4,548.45	.....
Jackson	.....	.....	4,316.90
Jefferson	.....	.....	5,259.47
Lafayette	586.39	.....	8,954.76
Lake	3,867.77	.....	1,093.92
Lee	.....	.....	4,207.70
Leon	3,267.86	1,148.32	.....
Levy	5,554.65	4,160.20	.....
Liberty	175.47	.....	2,517.05
Madison	6,200.00	.....	597.49
Manatee	2,470.10	.....	5,595.47
Marion	1,378.60	.....	4,263.01
Monroe	12,838.12	4,398.63	.....
Nassau	920.50	249.61	.....
Orange	1,392.44	.....	6,938.62
Osceola	473.29	.....	687.61
Pasco	1,793.27	.....	3,127.09
Polk	13,843.95	7,815.93	.....
Putnam	677.51	.....	5,022.49
St. Johns	1,050.46	.....	493.74
St. Lucie	1,852.91	1,483.44	.....
Santa Rosa	4,293.83	2,594.33	.....
Sumter	1,222.43	.....	767.71
Suwannee	14,773.52	14,103.95	.....
Taylor	128.93	.....	709.81
Volusia	.....	.....	19,482.47
Wakulla	.....	.....	198.08
Walton	1,282.44	.....	12,441.32
Washington	698.94	.....	7,359.43

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART I.—*Debits—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1905-1906 Counties.	Total Receipts Except Borrowed Money	Borrowed Money	Warrants of 1906 Not Paid July 1.
The State	$1,473,191.80	$ 218,352.89	$ 189,248.88
Alachua	69,945.82	.....	18,994.97
Baker	10,738.35	1,986.66	.....
Bradford	25,173.13	3,150.00	.....
Brevard	23,041.20	.....	794.03
Calhoun	13,918.66	.....	310.00
Citrus	18,572.74	6,000.00	2,661.80
Clay	16,352.54	.....	3,308.13
Columbia	23,801.63	7,205.81	3,643.40
Dade	51,496.00	.....	9,396.80
DeSoto	42,314.10	13,000.00	3,008.85
Duval	118,584.28	.....	33,152.75
Escambia	57,301.92	63,481.00	8,638.05
Franklin	8,073.78	3,959.60	1,210.61
Gadsden	28,572.25	.....	217.53
Hamilton	16,656.98	.....	1,116.50
Hernando	14,086.15	4,000.00	206.19
Hillsborough	171,119.68	86,180.56	35,106.45
Holmes	15,890.33	.....	5,371.12
Jackson	32,597.96	.....	.....
Jefferson	22,018.95	.....	.....
Lafayette	18,595.66	.....	561.39
Lake	26,757.96	1,500.00	2,367.77
Lee	21,213.22	.....	.....
Leon	38,549.64	.....	3,267.86
Levy	16,138.50	.....	4,602.65
Liberty	6,897.53	.....	175.47
Madison	29,718.07	.....	6,200.00
Manatee	35,786.27	.....	2,470.10
Marion	59,072.10	.....	1,378.60
Monroe	17,461.57	9,660.79	.....
Nassau	17,902.71	.....	920.50
Orange	48,592.41	.....	1,392.44
Osceola	20,814.24	4,000.00	473.29
Pasco	23,815.34	7,760.00	1,350.00
Polk	55,841.87	5,000.00	13,843.95
Putnam	25,420.17	.....	677.51
St. Johns	23,964.97	.....	1,050.46
St. Lucie	13,494.22	168.47	1,852.91
Santa Rosa	22,167.70	.....	4,210.00
Sumter	15,518.71	.....	1,222.43
Suwannee	22,207.50	.....	12,166.63
Taylor	14,597.12	.....	88.93
Volusia	56,218.40	.....	.....
Wakulla	6,520.40	1,300.00	.....
Walton	29,356.50	.....	1,282.44
Washington	26,312.57	.....	556.37

* Total debits, or sum of the three columns, $1,880,793.57.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits.—The Sum of These Three Columns Equals the Sum of the Three Columns in Part 1.

1905-1906 Counties.	Total Expenditures Except Payment of Debts	Loans, Old Debts and Warrants Paid	Cash on Hand.
The State	$1221,427.22	$384,749.20	$274,617.15
Alachua	$60,779.13	$11,919.62	$16,242.04
Baker	11,403.66	.....	1,321.35
Bradford	20,959.35	3,150.00	4,213.78
Brevard	16,881.77	4,043.89	2,909.57
Calhoun	9,709.98	5.25	4,513.43
Citrus	15,437.98	6,000.00	5,796.56
Clay	13,537.25	2,543.77	3,579.65
Columbia	21,966.37	7,205.81	5,478.66
Dade	36,520.06	13,636.94	10,735.80
DeSoto	30,911.93	18,899.45	8,511.57
Duval	131,878.68	19,235.49	622.86
Escambia	58,257.48	64,748.30	6,415.19
Franklin	8,430.01	4,333.34	480.64
Gadsden	17,297.19	58.88	11,433.71
Hamilton	14,192.63	942.21	2,638.64
Hernando	10,663.25	4,036.29	3,592.80
Hillsborough	113,981.73	135,390.55	43,034.41
Holmes	9,481.13	7,496.97	4,283.35
Jackson	27,765.51	515.55	4,316.90
Jefferson	15,780.73	978.75	5,259.47
Lafayette	9,271.60	344.30	9,541.15
Lake	23,217.71	2,446.33	4,961.69
Lee	17,005.52	.....	4,207.70
Leon	38,794.50	903.46	2,119.54
Levy	17,547.61	1,809.09	1,384.45
Liberty	4,260.69	119.79	2,692.52
Madison	28,218.33	902.25	6,797.49
Manatee	26,079.37	4,111.43	8,065.57
Marion	49,604.56	5,204.53	5,641.61
Monroe	13,744.75	4,938.12	8,439.49
Nassau	17,374.20	778.12	670.89
Orange	39,777.31	1,876.48	8,331.06
Osceola	15,776.05	8,350.55	1,160.93
Pasco	16,880.70	11,124.28	4,920.36
Polk	52,308.10	16,349.70	6,028.02
Putnam	19,914.06	483.62	5,700.00
St. Johns	22,757.84	713.39	1,544.20
St. Lucie	13,874.33	1,271.80	369.47
Santa Rosa	19,901.97	4,776.23	1,699.50
Sumter	13,556.29	1,194.71	1,990.14
Suwannee	28,365.53	5,339.03	669.57
Taylor	12,197.74	1,649.57	838.74
Volusia	34,455.93	2,280.00	19,482.47
Wakulla	6,322.32	1,300.00	198.08
Walton	16,189.03	726.15	13,723.76
Washington	18,195.36	615.21	8,058.37

*—Total credits, or sum of the three columns, $1,880,793.57.

TABLE XXII.—Total Cost of White Schools.

1905-1906. Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on Enrollment.
The State	$1,020,674.95	$ 925,292.44	$ 95,382.51
Alachua	51,791.93	48,600.69	3,191.24
Baker	10,014.50	9,047.38	967.12
Bradford	18,471.93	16,809.59	1,662.34
Brevard	14,184.74	11,722 20	2,462.54
Calhoun	8,859.04	8,145 75	710.29
Citrus	14,736.06	12,203.28	2,532.78
Clay	11,376.68	10,025.08	1,351.60
Columbia	16,813.66	15,131.40	1,682.26
Dade	30,497.83	28,335.22	2,162.61
DeSoto	30,109.88	25,831.78	4,278.10
Duval	100,171.40	92,675.41	7,495.99
Escambia	47,280.81	44,645.19	2,635.62
Franklin	6,111.18	5,509.42	601.76
Gadsden	13,723.87	13,227.19	496.68
Hamilton	12,626.01	11,807.53	818.48
Hernando	9,627.36	8,641.29	986.07
Hillsborough	104,586.88	94.083.55	10,503.33
Holmes	9,253.69	8,002.05	1,251.64
Jackson	19,777.05	18,440.27	1,336.78
Jefferson	11,086.96	10,802.40	284,56
LaFayette	8,956.00	7,881.90	1,074.10
Lake	20,262.00	18,406.51	1,855.49
Lee	16,330.94	11,448.42	4,882.52
Leon	20,066.41	18,724.09	1,342.32
Levy	15,558.66	14,056.14	1,502.52
Liberty	3,248.50	2,864.00	384.50
Madison	24,929.74	24,020.40	909.34
Manatee	24,883.16	22,627.26	2,255.90
Marion	34,924.78	32,945.48	1,979.30
Monroe	9,943.38	8,599.62	1,343.76
Nassau	12,272.17	11,164.23	1,107.94
Orange	34,259.70	32,249.62	2,010.08
Osceola	15,050.40	12,537.74	2,512.66
Pasco	16,171.56	14,001.77	2,169.79
Polk	47,855.39	41,405.18	6,450.21
Putnam	15,586.69	14,477.76	1,108.93
St. Johns	18,866.65	17,489.05	1,377.60
St. Lucie	12,352.82	10,317.72	2,035.10
Santa Rosa	18,515.37	16,656.30	1,859.07
Sumter	10,863.20	9,575.49	1,287.71
Suwannee	24,670.12	22,672.50	1,997.62
Taylor	11,006.93	9,151.89	1,855.04
Volusia	28,967.19	27,272.90	1,694.29
Wakulla	5,050.79	4,592.60	458.19
Walton	14,228.54	12,756.67	1,471.87
Washington	14,752.40	13,707.53	1,044.87

TABLE XXIII.—Total Cost of Negro Schools.

1905-1906. Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on Enrollment
The State	$200,752.27	$155,388.20	$ 45,364.07
Alachua	8,987.20	6,133.42	2,853.78
Baker	1,389.16	1,168.50	220.66
Bradford	2,487.42	1,997.50	489.92
Brevard	2,697.03	1,582.57	1,114.46
Calhoun	850.94	655.00	195.94
Citrus	701.92	240.00	461.92
Clay	2,160.57	1,746.00	414.57
Columbia	5,152.71	3,556.35	1,596.36
Dade	6,022.23	5,067.24	954.99
Desoto	802.05	540.00	262,05
Duval	31,707.28	25,607.89	6,099.39
Escambia	10,976.67	9,698.10	1,278.57
Franklin	2,318.83	1,879.32	439.51
Gadsden	3,573.32	2,653.00	920.32
Hamilton	1,566.62	1,127.19	439.43
Hernando	1,035.89	583.27	452.62
Hillsborough	9,394.85	7,239.42	2,155.43
Holmes	227.44	192.50	34.94
Jackson	7,988.46	6,624.50	1,363.96
Jefferson	4,693.77	3.523.90	1,169.87
LaFayette	315.60	225.00	90.60
Lake	2,955.71	2,150.00	805.71
Lee	674.58	300.00	374.58
Leon	18,728.09	13,965.45	4,765.64
Levy	1,988.95	1,360.71	628.24
Liberty	1,012.19	768,25	243.94
Madison	3,288.59	2,151.00	1,137.59
Manatee	1,196.21	820.00	376.21
Marion	14,679.78	11,608.37	3,071.41
Monroe	3,801.37	3,075.02	726.35
Nassau	5,102.03	4,176.89	925.14
Orange	5,517.61	4,415.00	1,102.61
Osceola	725.65	430.75	294.90
Pasco	709.14	400.00	309.14
Polk	4,452.71	3,462.97	989.74
Putnam	4,327.37	3,294.52	1,032.85
St. Johns	3,891.19	3,236.26	654.93
St. Lucie	1,521.51	1,312.96	208.55
Santa Rosa	1,386.60	943.75	442.85
Sumter	2,693.09	2,046.70	646.39
Suwannee	3,695.41	2,534.21	1,161.20
Taylor	1,190.81	860.25	330.56
Volusia	5,488.74	4,473.86	1,014.88
Wakulla	1,271.53	920.50	351.03
Walton	1,960.49	1,625.00	335.49
Washington	3,442.96	3,015.11	427.85

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupils Enrolled.

1905-1906. Counties.	Per Capita of Total Population.	Per Youth School Age			Per Pupil Enrolled		
		Both Races	White.	Negro.	Both Races	White.	Negro.
The State	$ 1.99	$ 5.61	$ 8.28	$ 2.12	$ 9.36	$12.53	$ 4.10
Alachua	1.79	4.92	10.55	1.21	9.50	15.34	2.98
Baker	2.94	7.64	8.06	5.56	10.14	10.93	6.65
Bradford	1.62	4.30	5.35	1.74	6.58	7.67	3.43
Brevard	3.88	11.89	14.00	6.63	18.07	22.06	9.27
Calhoun	1.68	5.09	5.86	1.87.	8.20	9.55	3.32
Citrus	2.05	6.89	13.78	.60	15.98	18.04	4.71
Clay	2.47	7.02	9.18	3.13	11.81	12.97	8.03
Columbia	1.10	2.78	5.01	1.14	5.43	8.10	2.62
Dade	3.03	11.77	14.78	5.80	17.11	20|59	9.21
DeSoto	2.48	6.89	7.49	1.73	10.37	10.72	4.66
Duval	2.75	8.85	15.89	3.69	15.70	21.63	8.41
Escambia	1.80	5.35	7.93	2.23	10.63	12.81	6.13
Franklin	1.82	5.48	6.95	3.51	9.80	12.30	6.39
Gadsden	1.05	2.80	6.96	.85	4.07	9.22	1.30
Hamilton	1.43	3.93	5.83	.95	5.58	7.63	1.76
Hernando	2.64	7.68	14.72	1.41	13.31	17.54	4.11
Hillsborough	2.20	6.91	7.94	2.83	14.01	15.50	6.78
Holmes	1.05	2.76	3.18	.44	4.68	4.70	4.14
Jackson	1.04	2.55	3.83	1.40	3.99	5.75	2.27
Jefferson	1.20	3.07	10.23	1.16	3.90	14.00	1.44
LaFayette	1.57	4.28	4.97	.86	7.00	7.33	3.06
Lake	3.09	9.32	13.10	3.13	12.10	15.14	5.09
Lee	4.29	13.66	14.19	7.18	20.92	21.60	11.63
Leon	2.06	5.53	15.24	3.29	8.12	19.09	5.02
Levy	1.89	5.12	7.92	1.36	9.05	11.37	3.48
Liberty	1.50	3.94	5.74	1.96	6.15	7.66	3.76
Madison	1.75	4.62	9.98	.91	6.26	12.44	1.31
Manatee	3.06	8.14	9.65	1.91	13.91	15.48	4.46
Marion	1.86	5.15	10.58	2.32	7.80	14.01	3.80
Monroe	.66	1.62	1.73	1.40	7.09	7.90	5.59
Nassau	1.58	4.18	5.97	2.42	8.63	11.19	5.57
Orange	2.19	8.92	12.78	3.10	13.63	18.17	5.34
Osceola	4.36	11.61	12.33	5.26	13.26	14.13	5.81
Pasco	2.77	8.25	11.09	1.21	13.08	14.31	4.40
Polk	2.37	8.01	10.31	2.35	13.18	13.91	8.43
Putman	1.78	5.29	7.09	2.76	8.13	12.30	3.66
St. Johns	2.07	6.11	7.91	2.91	12.64	15.46	6.71
St. Lucie	4.59	16.23	17.09	11.53	20.80	20.42	24.54
Santa Rosa	1.69	4.76	5.90	1.33	7.73	8.91	2.80
Sumter	2.44	6.54	8.41	3.45	8.87	10.67	5.27
Suwannee	1.57	4.09	6.62	1.15	6.01	8.27	2.13
Taylor	2.19	6.41	7.37	2.92	8.42	8.96	5.44
Volusia	2.85	8.55	12.66	2.58	11.95	16.07	5.08
Wakulla	1.21	3.46	5.57	1.38	5.37	7.57	2.49
Walton	1.32	3.76	4.34	1.90	5.79	6.25	3.78
Washington	1.53	4.26	4.74	2.98	5.51	6.30	3.59

TABLE XXV.—Cost of Schools and County Superintendents. (a) Per Capita Cost Per Pupil in Daily Attendance. (b) Cost of County Superintendent. Percentage of Cost of All Teachers. (c) Visits to Schools by County Superintendent.

1905-1906. Counties.	Cost of Schools per Pupil in Daily Attendance			County Superintendent			
				Per Ct. His C'st is of all Teachers.	Visits to Schools 1 Hour or More in Length		
	Both Races	White	Negro		To all Schools	To White Schools	To Negro Schools
The State	$13.75	$18.77	$ 5.83	$ .046	2,530	2,037	493
Alachua	13.91	23.41	4.16	.033	21	20	1
Baker	15.69	16.69	10.94	.086	55	53	2
Bradford	10.98	12.53	5.72	.046	60	49	11
Brevard	24.53	32.02	11.38	.093	19	15	4
Calhoun	12.39	14.55	4.83	.063	22	19	3
Citrus	22.28	25.10	6.62	.071	65	60	5
Clay	18.17	21.19	10.39	.066	32	29	3
Columbia	8.77	12.58	4.42	.049	67	44	23
Dade	24.63	29.16	13.78	.032	45	34	11
DeSoto	14.41	14.83	7.04	.034	60	58	2
Duval	22.37	31.68	11.60	.028	30	16	14
Escambia	15.44	19.26	8.33	.037	147	120	27
Franklin	12.56	17.71	7.11	.046	20	15	5
Gadsden	5.99	13.78	1.89	.057	107	68	39
Hamilton	9.40	12.51	3.01	.051	31	29	2
Hernando	20.91	28.07	6.20	.096	45	38	7
Hillsborough	20.26	22.61	9.39	.021	105	95	10
Holmes	7.23	7.28	5.69	.080	36	36	.....
Jackson	5.87	9.25	3.08	.036	109	71	38
Jefferson	5.33	22.95	1.89	.058	24	24	.....
LaFayette	11.93	12.63	4.64	.077	40	39	1
Lake	17.25	21.69	7.17	.052.	60	48	12
Lee	28.53	29.91	15.69	.068	44	43	1
Leon	10.40	29.64	6.13	.059	64	30	34
Levy	13.50	16.59	5.49	.065	59	48	11
Liberty	8.39	10.15	5.38	.089	24	19	5
Madison	9.87	20.76	1.98	.076	77	74	3
Manatee	18.30	20.08	6.43	.041	48	45	3
Marion	10.42	18.50	5.11	.031	107	61	46
Monroe	12.69	13.53	10.92	.118	10	.....	10
Nassau	13.73	17.58	9.00	.056	18	16	2
Orange	18.15	23.87	7.29	.051	60	49	11
Osceola	19.08	20.48	7.89	.061	14	14	.....
Pasco	19.60	21.45	6.51	.063	82	82	.....
Polk	18.91	20.23	11.10	.026	72	69	3
Putnam	12.11	18.00	5.56	.052	59	38	21
St. Johns	17.40	20.69	9.83	.060	48	43	5
St. Lucie	29.21	29.34	28.18	.078	21	18	3
Santa Rosa	11.33	13.09	4.04	.061	77	71	6
Sumter	12.54	14.92	7.63	.066	104	73	31
Suwanee	10.96	14.60	4.12	.052	78	58	20
Taylor	13.64	15.48	6.51	.070	42	38	4
Volusia	15.97	21.76	6.64	.037	55	37	18
Wakulla	8.51	10.93	4.53	.060.	42	31	11
Walton	8.90	9.81	5.33	.052	54	45	9
Washington	8.45	9.74.	5.40	.032	71	55	16

TABLE XXVI.—Number and Kind of Public School Buildings, and Number of Rooms.

1905-1906. Counties.	Whole Number.	Public School Buildings									Number of Rooms		
		Log			Frame			Brick					
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State	2313	72	59	13	2217	1620	597	24	23	1	3556	2689	867
Alachua	108	..	..	..	104	64	40	4	4	..	186	108	78
Baker	27	..	..	..	27	26	1	..	..	..	44	38	6
Bradford	48	..	..	..	48	36	12	..	..	..	72	60	12
Brevard	22	..	..	..	22	16	6	..	..	..	32	25	7
Calhoun	26	..	..	..	26	24	2	..	..	..	40	32	8
Citrus	23	..	..	..	23	20	3	..	..	..	37	34	3
Clay	27	..	..	..	27	24	3	..	..	..	43	37	6
Columbia	80	1	..	1	79	51	28	..	..	..	101	66	35
Dade	35	..	..	..	35	25	10	..	..	..	74	58	16
DeSoto	51	1	1	..	50	49	1	..	..	..	87	86	1
Duval	57	..	..	..	55	33	22	2	1	1	197	132	65
Escambia	77	1	1	..	76	52	24	..	..	..	142	106	36
Franklin	6	..	..	..	6	4	2	..	..	..	20	13	7
Gadsden	65	..	..	..	64	30	34	1	1	..	80	44	36
Hamilton	59	1	..	1	57	42	15	1	1	..	79	63	16
Hernando	20	..	..	..	20	15	5	..	..	..	30	23	7
Hillsborough	93	2	2	..	88	70	18	3	3	..	213	183	30
Holmes	42	4	4	..	38	36	2	..	..	..	53	51	2
Jackson	109	6	5	1	103	65	38	..	..	..	156	104	52
Jefferson	55	..	..	..	54	18	36	1	1	..	72	32	40
LaFayette	44	14	14	..	30	28	2	..	..	..	47	45	2
Lake	56	..	..	..	55	41	14	1	1	..	75	59	16
Lee	22	..	..	..	22	21	1	..	..	..	30	29	1
Leon	72	..	..	..	71	30	41	1	1	..	88	39	49
Levy	51	..	..	..	51	41	10	..	..	..	63	52	11
Liberty	17	1	1	..	16	11	5	..	..	..	20	14	6
Madison	56	..	..	..	55	49	6	1	1	..	74	65	9
Manatee	47	..	..	..	47	41	6	..	..	..	76	69	7
Marion	102	..	..	..	102	58	44	..	..	..	163	98	65
Monroe	7	..	..	..	7	6	1	..	..	..	23	19	4
Nassau	58	2	..	2	55	41	14	1	1	..	72	50	22
Orange	53	1	1	..	49	36	13	3	3	..	95	71	24
Osceola	23	..	..	..	23	21	2	..	..	..	38	35	3
Pasco	30	..	..	..	30	30	..	..	..	..	43	43	..
Polk	74	..	..	..	72	64	8	2	2	..	121	109	12
Putnam	57	..	..	..	57	36	21	..	..	..	83	54	29
St. Johns	26	..	..	..	24	19	5	2	2	..	51	38	13
St. Lucie	20	..	..	..	20	17	3	..	..	..	29	26	3
Santa Rosa	78	..	..	..	78	69	9	..	..	..	98	86	12
Sumter	31	..	..	..	31	21	10	..	..	..	55	42	13
Suwannee	83	..	..	..	83	58	25	..	..	..	102	73	29
Taylor	39	10	8	2	29	28	1	..	..	..	44	41	3
Volusia	53	..	..	..	53	37	16	..	..	..	98	73	25
Wakulla	32	..	..	..	32	21	11	..	..	..	35	24	11
Walton	69	15	13	2	54	44	10	..	..	..	84	71	13
Washington	83	13	9	4	69	52	17	1	1	..	91	69	22

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1905-1906. Counties.	Patent Desks in Use.							Good Blackboards (square yards)		
		Single.			Double.					
	Whole Number.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State.	46731	15976	14929	1047	30755	24348	6407	34021	27027	6994
Alachua .	2968	1033	932	101	1935	1227	708	1940	1427	513
Baker	269	.....	.....	....	269	243	26	198	176	22
Bradford .	767	245	245	....	522	522	....	620	565	55
Brevard .	742	505	489	16	237	130	107	451	395	56
Calhoun ..	483	483	480	3	.....	.....	....	220	193	27
Citrus	495	10	10	....	485	443	42	386	350	36
Clay	669	60	60	....	609	513	96	500	320	180
Columbia.	801	32	32	....	769	769	....	747	604	143
Dade	1716	1693	1543	150	23	21	2	545	499	46
DeSoto ...	1064	192	192	....	872	872	....	785	770	15
Duval	5208	2248	2211	37	2960	1335	1625	4413	2618	1795
Escambia.	3111	653	640	13	2458	1937	521	1729	1412	317
Franklin .	355	15	10	5	340	220	120	27	20	7
Gadsden .	175	148	148	....	27	27	....	449	286	163
Hamilton.	773	.....	.....	....	773	773	....	643	611	32
Hernando.	246	77	77	....	169	169	....	288	277	11
Hillsboro .	3465	1170	1150	20	2295	2193	102	1973	1540	433
Holmes ..	229	65	65	....	164	164	....	382	378	4
Jackson ..	302	40	40	....	262	222	40	927	751	176
Jefferson..	513	42	42	....	471	471	....	402	264	138
LaFayette	81	2	2	....	79	79	....	240	237	3
Lake	599	104	104	....	495	495	....	1065	991	74
Lee	556	345	345	....	211	211	....	286	280	6
Leon	763	242	191	51	521	267	254	553	344	209
Levy	331	104	104	....	227	227	....	449	374	75
Liberty ..	.....	.....	.....	....	.....	.....	....	257	183	74
Madison ..	1294	240	240	....	1054	839	215	615	581	34
Manatee .	1063	147	147	....	916	908	8	837	764	73
Marion ...	2517	459	459	....	2058	1375	683	1718	1175	543
Monroe ..	818	.....	.....	....	818	562	256	567	540	27
Nassau ..	738	10	5	5	728	475	253	409	260	149
Orange ..	998	475	423	52	523	342	181	537	416	121
Osceola ..	387	21	21	....	366	366	....	291	291	....
Pasco	498	41	41	....	457	457	....	183	183	....
Polk	1594	791	791	....	803	783	20	834	820	14
Putnam ..	1222	1046	715	331	176	176	....	1385	1026	359
St. Johns.	1136	893	893	....	243	42	201	832	587	245
St. Lucie..	542	371	370	1	171	144	27	331	310	21
Santa Rosa	1230	.....	.....	....	1230	1220	10	945	882	63
Sumter ..	883	.....	.....	....	883	685	198	554	424	130
Suwannee	786	68	68	....	718	718	....	619	536	83
Taylor ...	359	142	142	....	217	217	....	204	195	9
Volusia ..	2244	1401	1139	262	843	602	241	1323	981	342
Wakulla .	459	130	130	....	329	319	10	291	234	57
Walton ...	228	8	8	....	220	220	....	488	449	39
Wash'ton	1054	225	225	....	829	368	461	583	508	75

TABLE XXVIII.—Value of Public School Property.

PART I.—Real Estate Not Owned by County Boards.

1905-1906. Counties.	Total.	Value Lots.			Value Buildings.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State.	$190,624	$42,255	$34,312	$7,943	$148,369	$116,286	$32,083
Alacnua ..	$ 4,600	$ 2,000	$.....	$2,000	$ 2,600	$ 600	$ 2,000
Baker	.....	.....	.....	.....	.....	.....	.....
Bradford ..	2,500	1,050	1,000	50	1,450	1,000	450
Brevard ..	.....	.....	.....	.....	.....	.....	.....
Calhoun ..	480	60	20	40	420	300	120
Citrus	.....	.....	.....	.....	.....	.....	.....
Clay	.....	.....	.....	.....	.....	.....	.....
Columbia ..	220	60	30	30	160	60	100
Dade	2,405	305	110	195	2,100	650	1,450
DeSoto	265	90	.....	90	175	.....	175
Duval	.....	.....	.....	.....	.....	.....	.....
Escambia .	16,215	9,215	8,075	1,140	7,000	2,750	4,250
Franklin ..	.....	.....	.....	.....	.....	.....	.....
Gadsden ..	13,638	2,018	1,344	674	11,620	7,750	3,870
Hamilton ..	13,580	2,080	1,975	105	11,500	9,470	2,030
Hernando .	.....	.....	.....	.....	.....	.....	.....
Hillsboro .	37,590	11,670	11,535	135	25,920	25,275	645
Holmes ...	2,614	204	204	.....	2,410	2,410	.....
Jackson ..	4,556	451	276	175	4,105	2,800	1,305
Jefferson ..	6,600	600	600	.....	6,000	6,000	.....
LaFayette .	1,690	105	80	25	1,585	1,385	200
Lake	12,595	1,070	985	85	11,525	10,275	1,250
Lee	1,100	400	400	.....	700	700	.....
Leon	9,115	2,065	2,005	60	7,050	5,150	1,900
Levy	457	57	55	2	400	360	40
Liberty ...	625	100	100	.....	525	525	.....
Madison ..	250	.....	.....	.....	250	250	.....
Manatee ..	955	120	.....	120	835	.....	835
Marion	975	75	35	40	900	500	400
Monroe ...	12,500	4,000	2,000	2,000	8,500	6,000	2,500
Nassau ...	860	55	20	35	805	250	555
Orange	2,818	318	254	64	2,500	2,095	405
Osceola ...	110	10	10	.....	100	100	.....
Pasco	.....	.....	.....	.....	.....	.....	.....
Polk	795	185	185	.....	610	610	.....
Putnam ...	13,460	1,135	995	140	12,325	11,100	1,225
St. Johns..	740	90	60	30	650	400	250
St. Lucie ..	1,165	65	5	60	1,100	50	1,050
Santa Rosa	6,800	775	600	175	6,025	4,725	1,300
Sumter ...	.....	.....	.....	.....	.....	.....	.....
Suwannee .	440	55	10	45	385	100	285
Taylor	810	140	70	70	670	425	245
Volusia ...	935	85	25	60	850	200	650
Wakulla ..	420	45	.....	45	375	.....	375
Walton ...	5,151	662	514	148	4,489	3,336	1,153
Washington	10,595	840	735	105	9,755	8,685	1,070

TABLE XXVIII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1905-1906 Counties.	Total.	Value Lots.		
		Total.	White.	Negro.
The State	$1,258,350	$ 244,644	$ 210,645	$ 33,999
Alachua	$ 89,405	$ 11,730	$ 11,135	$ 595
Baker	4,198	278	198	80
Bradford	14,465	1,750	1,685	65
Brevard	19,030	2,850	2,555	295
Calhoun	5,955	835	800	35
Citrus	22,350	1,000	880	120
Clay	9,820	1,220	1,010	210
Columbia	18,815	3,130	2,685	445
Dade	48,140	17,090	16,400	690
DeSoto	19,545	2,320	2,270	50
Duval	210,465	57,565	49,180	8,385
Escambia	105,577	38,027	33,927	4,100
Franklin	13,436	3,500	2,700	800
Gadsden	3,873	73	73	.....
Hamilton	3,305	195	190	5
Hernando	9,150	445	380	65
Hillsborough	94,173	17,441	14,186	3,255
Holmes	4,344	439	439	.....
Jackson	8,210	1,685	1,680	5
Jefferson	7,660	615	530	85
LaFayette	5,572	457	432	25
Lake	6,620	320	305	15
Lee	11,560	3,860	3,660	200
Leon	33,451	4,910	2,270	2,640
Levy	11,433	708	614	94
Liberty	2,715	245	190	55
Madison	27,300	2,325	2,095	230
Manatee	26,315	4,870	4,870	.....
Marion	48,865	5,115	3,485	1,630
Monroe	22,500	14,500	11,000	3,500
Nassau	16,230	2,855	1,995	860
Orange	28,381	3,666	2,836	830
Osceola	18,270	845	845	.....
Pasco	12,165	1,140	1,140	.....
Polk	61,592	4,767	4,687	80
Putnam	9,560	1,435	865	570
St. Johns	31,065	7,815	5,765	2,050
St. Lucie	14,222	1,615	1,545	70
Santa Rosa	25,275	2,100	1,975	125
Sumter	11,475	.....	.....	.....
Suwannee	36,105	3,515	3,365	150
Taylor	9,895	1,645	1,645	.....
Volusia	58,600	11,925	10,585	1,340
Wakulla	6,835	350	260	90
Walton	4,403	878	878	.....
Washington	6,030	595	435	160

TABLE XXVIII.—Value of Public School Property.
PART II.—Continued.—Real Estate Owned by County Boards.

1905-1906 Counties.	Value Buildings.		
	Total.	White	Negro
The State	$1,013,706	$ 884,548	$ 129,158
Alachua	$ 77,675	$ 65,475	$ 12,200
Baker	3,920	3,320	600
Bradford	12,715	12,305	410
Brevard	16,180	14,030	2,150
Calhoun	5,120	5,065	55
Citrus	21,350	20,000	1,350
Clay	8,600	7,500	1,100
Columbia	15,685	11,815	3,870
Dade	31,050	28,300	2,750
DeSoto	17,225	17,025	200
Duval	152,900	120,950	31,950
Escambia	67,550	60,600	6,950
Franklin	9,936	7,600	2,336
Gadsden	3,800	3,800	.....
Hamilton	3,110	2,960	150
Hernando	8,705	8,225	480
Hillsborough	76,732	72,587	4,145
Holmes	3,905	3,905	.....
Jackson	6,525	6,425	100
Jefferson	7,045	5,810	1,235
LaFayette	5,115	4,965	150
Lake	6,300	5,950	350
Lee	7,700	7,450	250
Leon	28,541	14,791	13,750
Levy	10,725	9,745	980
Liberty	2,470	2,250	220
Madison	24,975	23,575	1,400
Manatee	21,445	21,445	.....
Marion	43,750	31,975	11,775
Monroe	8,000	8,000	.....
Nassau	13,375	10,025	3,350
Orange	24,715	21,495	3,220
Osceola	17,425	17,425	.....
Pasco	11,025	11,025	.....
Polk	56,825	55,950	875
Putnam	8,125	5,250	2,875
St. Johns	23,250	17,250	6,000
St. Lucie	12,607	12,050	557
Santa Rosa	23,175	21,575	1,600
Sumter	11,475	10,725	750
Suwannee	32,590	29,940	2,650
Taylor	8,250	8,250	.....
Volusia	46,675	41,500	5,175
Wakulla	6,485	5,835	650
Walton	3,525	3,525	.....
Washington	5,435	4,885	550

TABLE XXVIII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

1905-1906. Counties.	Total.	Value Furniture.			Value Apparatus.		
		Total.	White.	Negro	Total.	White.	Negro
The State..	$202,360	$164,281	$140,827	$23,454	$38,079	$34,722	$3,357
Alachua ..	$ 10,883	$ 10,300	$ 8,213	$ 2,087	$ 583	$ 555	$ 28
Baker	1,092	871	641	230	221	200	21
Bradford ..	4,249	2,952	2,827	125	1,297	1,190	107
Brevard ..	1,986	1,726	1,656	70	260	260	.....
Calhoun ..	1,769	1,544	1,521	23	225	215	10
Citrus	3,553	2,685	2,435	250	868	850	18
Clay	2,043	1,896	1,760	136	147	136	11
Columbia .	3,856	3,221	2,865	356	635	635	.....
Dade	7,985	5,950	5,500	450	2,035	1,965	70
DeSoto ...	4,950	3,905	3,840	65	1,045	1,040	5
Duval	14,400	12,680	8,225	4,455	1,720	1,550	170
Escambia .	18,666	16,275	13,905	2,370	2,391	2,091	300
Franklin ..	1,953	1,738	1,504	234	215	215	.....
Gadsden ..	.....	.....	.....	.....	.....	.....	.....
Hamilton .	1,258	1,147	1,147	.....	111	95	16
Hernando .	2,202	1,532	1,447	85	670	628	42
Hillsboro ..	15,295	11,139	10,562	577	4,156	4,022	134
Holmes ...	688	530	530	.....	158	158	.....
Jackson ...	2,104	1,535	1,341	194	569	453	116
Jefferson ..	1,888	1,443	1,355	88	445	445	.....
LaFayette.	1,421	1,123	1,088	35	298	298	.....
Lake	2,741	2,275	2,075	200	466	461	5
Lee	1,945	1,500	1,475	25	445	440	5
Leon	2,875	2,393	1,065	1,328	482	275	207
Levy	2,592	2,170	1,930	240	422	389	33
Liberty	501	316	271	45	185	150	35
Madison ..	5,485	4,360	3,615	745	1,125	1,000	125
Manatee ..	4,359	3,520	3,520	.....	839	839	.....
Marion	12,110	9,985	7,305	2,680	2,125	1,790	335
Monroe ...	2,280	2,280	1,280	1,000	.....	.....	.....
Nassau ...	1,901	1,420	1,180	240	481	410	71
Orange ...	4,463	3,807	3,013	794	656	510	146
Osceola ...	3,900	3,600	3,600	.....	300	300	.....
Pasco	2,265	1,910	1,910	.....	355	355	.....
Polk	8,401	6,926	6,851	75	1,475	1,465	10
Putnam ...	1,910	1,621	1,478	143	289	280	9
St. Johns .	5,597	4,310	3,070	1,240	1,287	1,105	182
St. Lucie ..	2,729	2,399	2,283	116	330	313	17
Santa Rosa	9,175	6,750	6,700	50	2,425	2,150	275
Sumter ...	2,190	1,480	1,315	165	710	595	115
Suwannee	4,905	4,060	3,680	380	845	845	.....
Taylor	1,003	993	993	.....	10	10	.....
Volusia ...	11,180	9,200	7,300	1,900	1,980	1,725	255
Wakulla ..	1,967	1,216	1,196	20	751	586	165
Walton ...	1,583	639	639	.....	944	895	49
Wash'gton	2,062	959	721	238	1,103	833	270

TABLE XXVIII.—Total Value of all Public Schools Property.
PART IV.—Real Estate, Furniture and Apparatus.

1905-1906. Counties.	Total.	Real Estate.		Owned by County Boards	
		Not Owned by County Boards	Owned by County Boards	Furniture	Apparatus
The State	$1,651,334	$ 190,624	$1,258,350	$ 164,281	$ 38,079
Alachua	104,888	4,600	89,405	10,300	583
Baker	5,290	.....	4,198	871	221
Bradford	21,214	2,500	14,465	2,952	1,297
Brevard	21,016	.....	19,030	1,726	260
Calhoun	8,204	480	5,955	1,544	225
Citrus	25,903	.....	22,350	2,685	868
Clay	11,863	.....	9,820	1,896	147
Columbia	22,891	220	18,815	3,221	635
Dade	58,530	2,405	48,140	5,950	2,035
DeSoto	24,760	265	19,545	3,905	1,045
Duval	224,865	.....	210,465	12,680	1,720
Escambia	140,458	16,215	105,577	16,275	2,391
Franklin	15,389	.....	13,436	1,738	215
Gadsden	17,511	13,638	3,873	.....	.....
Hamilton	18,143	13,580	3,305	1,147	111
Hernando	11,352	.....	9,150	1,532	670
Hillsboro	147,058	37,590	94,173	11,139	4,156
Holmes	7,646	2,614	4,344	530	158
Jackson	14,870	4,556	8,210	1,535	569
Jefferson	16,148	6,600	7,660	1,443	445
LaFayette	8,683	1,690	5,572	1,123	298
Lake	21,956	12,595	6,620	2,275	466
Lee	14,605	1,100	11,560	1,500	445
Leon	45,441	9,115	33,451	2,393	482
Levy	14,482	457	11,433	2,170	422
Liberty	3,841	625	2,715	316	185
Madison	33,035	250	27,300	4,360	1,125
Manatee	31,629	955	26,315	3,520	839
Marion	61,950	975	48,865	9,985	2,125
Monroe	37,280	12,500	22,500	2,280	.....
Nassau	18,991	860	16,230	1,420	481
Orange	35,662	2,818	28,381	3,807	656
Osceola	22,280	110	18,270	3,600	300
Pasco	14,430	.....	12,165	1,910	355
Polk	70,788	795	61,592	6,926	1,475
Putnam	24,930	13,460	9,560	1,621	289
St. Johns	37,402	740	31,065	4,310	1,287
St. Lucie	18,116	1,165	14,222	2,399	330
Santa Rosa ...	41,250	6,800	25,275	6,750	2,425
Sumter	13,665	.....	11,475	1,480	710
Suwannee	41,450	440	36,105	4,060	845
Taylor	11,708	810	9,895	993	10
Volusia	70,715	935	58,600	9,200	1,980
Wakulla	9,222	420	6,835	1,216	751
Walton	11,137	5,151	4,403	639	944
Washington ...	18,687	10,595	6,030	959	1,103

CHAPTER IV.

STATE AID SCHOOLS.

REGULATIONS OF THE STATE BOARD OF EDUCATION.

Regarding High Schools and Rural Graded Schools Receiving Aid Under Provisions of Chapter 5260.

Regulation 1. The foregoing official Course of Study is approved and will be required of all schools receiving State aid:

Regulation 2. To be recognized as High Schools within the intent of this act, the Board will require—

(*a*) That the teachers employed to give instruction therein shall be competent to teach the subjects required by the official Course of Study, and no school will be granted aid unless such teachers are provided. While it is not now practicable to require all such teachers to hold State Certificates, it is recommended that preference always be given by Boards to the holders of such certificates.

(*b*) A Junior High School must have at least five pupils in the two grades. A Senior High School must have at least three or more pupils in one or both Senior High School grades, in addition to the five or more in the Junior High School grades.

(*c*) High Schools must be under the control of the County Board, but this does not exclude the advisory control accorded by law to Special Tax District Trustees.

(*d*) The High School Principal may also be Principal of an elementary school, where the two are combined into

one, consisting of ten or twelve grades, but otherwise the schools must be independently organized, *i. e.,* the High School grades may not be absorbed into any private, sectarian or State institution. Pupils enrolled in any private, sectarian or State educational institution must not be counted in a High School for purposes of securing State aid.

Regulation 3. Rural Graded Schools must be three or more miles from any town or city of more than 500 inhabitants, but may be located within, or as near as may be desired, any town of less than 500 inhabitants.

Regulation 4. In determining the population the Board will ordinarily consider the latest official census of permanent citizens. The Board reserves the right to consider the school district as constituting the town in the intent of the law.

Regulation 5. The Board construes the legal requirement for "two or more qualified teachers" as follows:

(*a*) There must be two or more teachers, separately elected, contracted with and paid by the County Board.

(*b*) Each teacher must be legally licensed according to the certification laws.

(*c*) The Principal of a graded school must hold a First Grade or State or Life Certificate. Aged Teachers' Certificates shall not be legal, except for primary or intermediate grades.

Regulation 6. Aid will not be granted any school until the County Board shall have appropriated for such school an amount which will, with the State aid applied for, maintain the school for eight months or longer.

If the State shall, upon investigation, decline to grant aid to any school, it will not be required of the County Board to maintain such school for the full term originally provided for.

Regulation 7. The Board reserves the right to reject, without investigation, any application for State aid if the requirements of the Board, as to form of application, are not complied with. Questions must be answered directly and without equivocation, and all information required must be given. Any evasion will be considered as an admission that satisfactory answer can not be given, and the

Board will presume that it is not just to other schools of the State to require investigaion of those schools not making satisfactory application.

Regulation 8. Application should be made as early as practicable and can not be received after January 1st.

Regulation 9. Section 13 of this Act is construed to prohibit schools receiving aid twice by dividing into parts, changing of name or other subterfuge; that is, no school can receive aid both as a Rural Graded School and as a High School.

The Board, however, recommends the establishment of High School grades in connection with Rural Schools wherever the population of the district or the possibilities of transporting pupils make such action practicable. Such schools may receive aid as High Schools, but not as both.

Regulation 10.—The State Board and the State Superintendent reserve the right to make any investigation and in any manner they may deem necessary.

On January 18th, 1904, the State Board of Education adopted the following as additional regulations, which were recorded as part of the minutes of June 11th, 1904:

Regulation 11. That the Board will adhere strictly to the regulation that aid be given no school making an average attendance of less than fifty (50) pupils.

Regulation 12.—That State aid will bee granted no school unless the building in which it is taught is owned by the school authorities in *fee simple* and contains at least two good recitations rooms.

Regulation 13. That State Aid will not be granted after July 1, 1904, to any school unless every teacher therein holds a legal and unexpired certificate issued in Florida; the certificate of the Principal of a High School must be of such grade as to show that he himself is qualified to teach any subject in the High School course of study; the Principal of a Rural Graded School shall be required to hold at least a First Grade certificate.

Regulation 14. That aid granted to any school be applied exclusively to that school by the County Board of Public Instruction.

PART I—1904-1905.

STATE AID SCHOOLS, CHAPTER 5206, UNIFORM SYSTEM.

The following is a list of the schools receiving aid for the year of 1904-1905. It will be seen that 138 schools have received aid under this chapter, of which number there are 30 Senior High Schools, 56 Junior High Schools and 52 Rural Graded Schools. The increase over last year is four Senior High Schools, nine Junior High Schools and nine Rural Graded Schools. The increase in enrollment and attendance is respectively 4,733 and 3,620. The annual appropriation under the above chapter is $50,000.00.

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Alachua.....	Gainesville.	Senior High.	400	293	$600.00	
Alachua.....	Waldo	Senior High.	170	130	600.00	
Alachua.....	Alachua	Junior High.	115	77	360.00	
Alachua.....	Rochelle	Junior High.	83	60	360.00	
Alachua.....	Micanopy	Junior High.	92	72	360.00	
Alachua.....	Hawthorn	Junior High.	100	57	360.00	
Alachua.....	High Springs	Junior High.	148	112	360.00	
Alachua.....	Newberry	Rural Graded.	59	46	200.00	
						$ 3,200.00
Baker.....	Macclenny	Junior High.	151	110		360.00
Bradford.....	Starke	Junior High.	296	197	360.00	
Bradford.....	Lake Butler	Junior High.	173	97	360.00	
Bradford.....	Lawtey	Junior High.	119	75	360.00	
Bradford.....	Hampton	Rural Graded.	81	58	200.00	
						1,280.00
Brevard.....	Cocoa	Junior High.	141	102	360.00	
Brevard.....	Titusville	Junior High.	157	94	360.00	
Brevard.....	Ft. Pierce	Rural Graded.	212	126	200.00	
Brevard.....	Jensen	Rural Graded.	86	61	200.00	
						1,120.00

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Calhoun.....	Wewahitchka	Rural Graded.	63	49	200.00	
Calhoun.....	Blountstown	Rural Graded.	73	48	200.00	
						400.00
Citrus.....	Inverness	Junior High	124	82	360.00	
Citrus.....	Crystal River	Rural Graded.	85	52	200.00	
Citrus.....	Floral City	Rural Graded.	77	58	200.00	
Citrus.....	LeCanto	Rural Graded.	66	54	200.00	
						960.00
*Clay.....	Green Cove Sps.	Junior High.	165	103	360.00	
Clay.....	Green Cove Spg. (Colored).	Rural Graded.	135	75	200.00	
Clay.....	Middleburg.	Rural Graded.	84	57	200.00	
Clay.....	Central	Rural Graded.	88	52	200.00	
						960.00

*—Maxville school erroneously apportioned $200.

*Clay County, upon request, refunded the $200 erroneously apportioned to the Maxville School, and the same was credited to the general fund. (See Treasurer's receipt No. 2274, July 22, 1905).

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Columbia.....	Lake City	Senior High.	446	306	$600.00	
Columbia.....	Ft. White	Junion High.	137	72	360.00	
						960.00
Dade.....	Miami	Senior High.	560	370	600.00	
Dade.....	W. Palm Beach	Junior High.	276	181	360.00	
Dade.....	Lemon City	Junion High.	103	67	360.00	
Dade.....	Delray	Rural Graded.	64	51	200.00	
						1,520.00
DeSoto.....	Arcadia	Junior High	256	192	360.00	
DeSoto.....	Punta Gorda	Junior High.	243	165	360.00	
DeSoto.....	Wauchula	Junior High.	320	210	360.00	
						1,080
Duval.....	Duval	Senior High.	323	279	600.00	
Duval.....	Stanton (Col.)	Junior High.	1,425	953	360.00	
Duval.....	S. Jacksonville	Rural Graded.	174	132	200.00	
Duval.....	Marietta	Rural Graded.	136	74	200.00	
Duval.....	St. Joseph	Rural Graded.	87	71	200.00	
						1,560
Escambia.....	Pensacola No. 1	Senior High.	588	468	600.00	
Escambia.....	Roberts	Senior High.	130	81	600.00	

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Escambia.....	Century	Rural Graded.	136	89	200.00	
Escambia.....	Bluff Spring	Rural Graded.	94	52	200.00	
Escambia.....	Ferry Pass	Rural Graded.	98	73	200.00	
Escambia.....	Muscogee	Rural Graded.	86	55	200.00	
Escambia.....	Myrtle Grove	Rural Graded.	100	51	200.00	
						2,200
Franklin.....	Apalachicola	Senior High.	282	203	600.00	
Franklin.....	Carrabelle	Junior High.	174	106	360.00	
						960.00
Gadsden.....	Quincy	Junior High.	217	152		360.00
Hamilton.....	Jasper	Senior High.	259	165	600.00	
Hamilton.....	White Springs	Junior High.	209	142	360.00	
Hamilton.....	Jennings	Rural Graded.	102	56	200.00	
						1,160
Hernando.....	Brooksville.	Senior High.	146	113	600.00	
Hernando.....	Spring Lake	Rural Graded.	89	60	200.00	
						800.00
Hillsborough...	Plant City	Senior High.	387	280	600.00	
Hillsborough...	Tampa	Senior High.	165	126	600.00	

Hillsborough...	P. Tampa City	Junior High.	121	107	360.00	
Hillsborough...	Clear Water	Junior High.	133	75	360.00	
Hillsborough...	Tarpon Springs	Junior High.	141	81	360.00	
Hillsborough...	Turkey Creek	Junior High.	205	136	360.00	
Hillsborough...	River View	Rural Graded	80	52	200.00	
Hillsborough...	Largo	Rural Graded.	90	64	200.00	
Hillsborough...	Brandon	Rural Graded.	100	65	200.00	
Hillsborough...	Cork Academy	Rural Graded.	107	82	200.00	
						3,440.00
Holmes.....	Bonifay	Senior High.	155	96	600.00	
Holmes.....	Westville	Junior High.	124	80	360.00	
						960.00
Jackson.....	Marianna	Senior High.	196	131	600.00	
Jackson.....	Sneads	Junior High.	176	108	360.00	
Jackson.....	Greenwood	Rural Graded.	108	66	200.00	
						1,160.00
Jefferson.....	Monticello	Senior High.	109	90	600.00	
Jefferson.....	Aucilla	Junior High.	106	44	360.00	
Jefferson.....	Bethel	Junior High.	106	63	360.00	
Jefferson.....	Waukeenah	Rural Graded.	61	40	200.00	
						1,520.00

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Lake.....	Leesburg	Senior High.	227	171	600.00	
Lake.....	Eustis	Junior High.	121	85	360.00	
Lake.....	Umatilla	Rural Graded.	115	79	200.00	
						1,160.00
Lee.....	Fort Myers	Senior High.	235	130		600.00
Leon.....	Chaires	Senior High.	60	41	600.00	
Leon.....	Leon County High School	Junior High.	322	239	360.00	
Leon.....	Lincoln Academy (Col.)	Junior High.	493	373	360.00	
Leon.....	Woodville	Rural Graded.	81	49	200.00	
						1,520.00
Levy.....	Bronson	Junior High.	113	75	360.00	
Levy.....	Williston	Rural Graded.	143	101	200.00	
Levy.....	Morriston	Rural Graded.	105	74	200.00	
Levy.....	Montbrook	Rural Graded.	88	63	200.00	
						960.00
Liberty.....	Bristol	Rural Graded.	104	68		200.00
Madison.....	Madison	Junior High.	200	123		360.00

Manatee.....	Palmetto	Junior High.	147	127	360.00	
Manatee.....	Bradentown	Junior High.	274	176	360.00	
						$720.00
Marion.....	Ocala	Senior High.	504	358	600.00	
Marion.....	Dunnellon	Senior High.	123	79	600.00	
Marion.....	McIntosh	Junior High.	95	70	360.00	
Marion.....	Citra	Junior High.	79	49	360.00	
Marion.....	Blichton	Junior High.	81	59	360.00	
Marion.....	Fessenden (Colored).	Junior High.	310	251	360.00	
Marion.....	Howard Academy (Colored).	Junior High.	525	384	360.00	
Marion.....	Anthony	Rural Graded.	120	82	200.00	
Marion.....	Belleview	Rural Graded.	68	51	200.00	
Marion.....	Reddick	Rural Graded.	87	67	200.00	
						360.00
Nassau.....	Fernandina	Junior High.	180	136		360.00
Orange.....	Orlando	Senior High.	447	349	600.00	
Orange.....	Sanford	Senior High.	308	200	600.00	
Orange.....	Apopka	Junior High.	126	96	360.00	
Orange.....	Pine Castle	Rural Graded.	56	49	200.00	
						1,760.00

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Osceola.....	Kissimmee	Senior High.	450	319	600.00	
Osceola.....	Bassinger	Rural Graded.	129	63	200.00	
						800.00
Pasco.....	Dade City	Junior High.	204	145	360.00	
Pasco.....	Trilby	Rural Graded.	70	37	200.00	
Pasco.....	San Antonio	Rural Graded.	66	51	200.00	
						760.00
Polk.....	Lakeland	Senior High.	504	356	600.00	
Polk.....	Summerlin Inst.	Senior High.	465	330	600.00	
Polk.....	Mulberry	Junior High.	109	71	360.00	
Polk.....	Ft. Meade	Rural Graded.	124	78	200.00	
Polk.....	Winter Haven.	Rural Graded.	64	54	200.00	
						1,960.00
Putnam.....	Palatka	Senior High.	352	258	600.00	
Putnam.....	Crescent City	Junior High.	61	49	360.00	
						960.00
Santa Rosa....	Milton	Senior High.	178	108	600.00	
Santa Rosa....	Bagdad	Junior High.	118	65	360.00	
Santa Rosa....	Milligan	Rural Graded.	73	52	200.00	
						1,160.00

St. Johns.....	St. Augustine	Senior High.	389	259	600.00	
St. Johns.....	St. Augustine (Colored).	Junior High.	359	233	360.00	
St. Johns.....	New Augustine	Rural Graded.	136	66	200.00	
St. Johns.....	Hastings	Rural Graded.	31	51	200.00	
						1,360.00
Sumter.....	Webster	Junior High.	164	97	360.00	
Sumter.....	Oxford	Rural Graded.	87	62	200.00	
						560.00
Suwannee.....	Live Oak	Senior High.	514	331	600.00	
Suwannee.....	Welborn	Junior High.	105	54	360.00	
						$960.00
Taylor.....	Perry	Rural Graded.	189	80		200.00
Volusia.....	Daytona	Senior High.	298	240	600.00	
Volusia.....	DeLand	Junior High.	296	243	360.00	
Volusia.....	Seabreeze	Junior High.	124	96	360.00	
						1,320.00
Wakulla.....	Ivan	Rural Graded.	104	65		200.00
Walton.....	DeFuniak Sp'gs	Junior High.	531	222		360.00

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Washington....	Chipley	Junior High.	180	138	360.00	
Washington....	Pt. Washington	Rural Graded.	87	49	200.00	
Washington....	St. Andrew	Rural Graded.	71	42	200.00	
			25,892	17,790		760.00
						$48,560.00
Balance in Fund.						$ 1,440.00
Maxwell School in Clay County erroneously apportioned.						200.00
Balance in Fund.						$ 1,240.00

PART II—1905-1906.

STATE AID SCHOOLS, CHAPTER 5382, UNIFORM SYSTEM.

Chapter 5382 appropriates annually $50,000.00 to the public schools of the State meeting certain requirements. The following is a list of the schools that received aid under the above chapter for the year ending June 30, 1906.

Of the 147 schools receiving aid, there were 41 Senior High, 65 Junior High, and 41 Rural Graded schools. It will be noted that the number of Senior High and Junior High Schools shows an increase of 11 and 9, respectively, while the number of Rural Graded schools shows a decrease of 11. The increase in enrollment and average attendance was, respectively, 2,382 and 2,068.70.

As so many schools met the requirements for aid under this chapter, the appropriation of $50,000.00 proved inadequate for all needs, and the State Board of Education, according to law, ordered an apportionment of the same on a basis of 87 per cent. Certain schools tentatively allowed aid before the apportionment failed at the last moment to meet all the requirements necessary, and a balance of $1,106.00 was therefore left in the fund.

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Alachua.....	Gainesville	Senior High.	549	370.66	$522.00	
Alachua.....	Waldo	Senior High.	160	116.38	522.00	
Alachua.....	Hawthorn	Junior High.	71	57.44	313.20	
Alachua.....	Island Grove	Junior High	95	73.95	313.20	
Alachua.....	Alachua	Junior High.	143	77.18	313.20	
Alachua.....	Micanopy	Junior High.	89	65.83	313.20	
Alachua.....	High Springs	Junior High.	177	106.55	313.20	
Alachua.....	Stroble	Junior High.	73	51.12	313.20	
Alachua.....	Rochelle	Junior High.	61	51.12	313.20	
						3,236.40
Baker.....	Macclenny	Junior High.	120	76.04		313.20
Bradford.....	Starke	Junior High.	307	202.26	313.20	
Bradford.....	Lake Butler	Junior High.	164	104.59	313.20	
Bradford.....	Lawtey	Junior High.	145	81.00	313.20	
Bradford.....	Providence	Rural Graded.	105	65.36	174.00	
Bradford.....	Raiford	Rural Graded.	130	81.73	174.00	
						1,287.60
Brevard.....	Cocoa	Junior High.	132	104.74	313.20	
Brevard.....	Eau Gallie	Junior High.	72	52.48	313.20	
Brevard.....	Titusville	Junior High.	143	92.36	313.20	
						939.60

Calhoun.....	Blountstown	Rural Graded.	107	69.73	174.00	
Calhoun.....	Altha	Rural Graded.	131	84.63	174.00	
						348.00
Citrus.....	Inverness	Senior High.	121	82.00	522.00	
Citrus.....	LeCanto	Rural Graded	60	53.00	174.00	
Citrus.....	Crystal River	Rural Graded.	92	56.00	174.00	
Citrus.....	Floral City	Rural Graded.	88	59.00	174.00	
						1,044.00
Clay.....	G. Cove Springs	Junior High.	178	107.51	313.20	
Clay.....	G. Cove Springs (Colored).	Junior High.	149	112.35	313.20	
Clay.....	Middleburg	Rural Graded.	69	55.85	174.00	
Clay.....	Central	Rural Graded.	85	50.50	174.00	
						974.40
Columbia.....	Lake City.	Senior High	435	299.71	522.00	
Columbia.....	Ft. White	Junior High.	119	70.42	313.20	
						835.20
Dade.....	Miami	Senior High	568	401.00	522.00	
Dade.....	W. Palm Beach	Junior High.	221	172.00	313.20	
Dade.....	Lemon City	Rural Graded.	80	61.00	174.00	
Dade.....	Delray	Rural Graded.	77	55.00	174.00	
						1,183.20

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
DeSoto.....	Punta Gorda	Senior High.	208	139.20	522.00	
DeSoto.....	Wauchula	Senior High.	373	258.30	522.00	
DeSoto.....	Arcadia	Junior High.	276	192.21	313.20	
DeSoto.....	Nocatee	Rural Graded.	138	81.89	174.00	
						1,531.20
Duval.....	Duval HighSch'l	Senior High.	374	276.00	522.00	
Duval.....	Stanton	Junior High.	.71	50.00	313.20	
Duval.....	St. Joseph's	Rural Graded.	79	62.00	174.00	
Duval.....	Panama Park	Rural Graded.	108	66.00	174.00	
Duval.....	S. Jacksonville	Rural Graded.	180	138.00	174.00	
Duval.....	S. Mandarin	Rural Graded.	1,261	869.00	174.00	
Duval.....	Marietta	Rural Graded.	128	74.00	174.00	
						1,705.20
Escambia.....	Pensacola	Senior High.	589	496.00	522.00	
Escambia.....	Roberts	Senior High.	142	84.00	522.00	
Escambia.....	Muscogee	Rural Graded.	90	57.00	174.00	
Escambia.....	Century	Rural Graded.	146	92.00	174.00	
Escambia.....	Bluff Springs	Rural Graded.	124	69.00	174.00	
						1,566.00

Franklin.....	Apalachicola	Senior High.	262	194.21	522.00	
Franklin.....	Carrabelle	Junior High.	165	112.33	313.20	
						835.20
Gadsden.....	Quincy	Junior High.	250	158.00		313.20
Hamilton.....	Jasper	Senior High.	231	143.88	522.00	
Hamilton.....	White Springs	Junior High.	244	171.81	313.20	
Hamilton.....	Jennings	Junior High.	130	68.15	313.20	
						1,148.40
Hernando.....	Brooksville	Senior High.	170	118.85	522.00	
Hernando.....	Spring Lake	Junior High	108	61.88	313.20	
						835.20
Hillsborough...	Tampa	Senior High	183	159.88	$522.00	
Hillsborough...	St. Petersburg	Senior High	686	549.00	522.00	
Hillsborough...	Plant City	Senior High	372	270.10	522.00	
Hillsborough...	Turkey Creek	Junior High	143	109.47	313.20	
Hillsborough...	Pt. Tampa City	Junior High	128	98.90	313.20	
Hillsborough...	Tarpon Springs	Junior High	168	102.11	313.20	
Hillsborough...	Clear Water	Junior High	158	96.50	313.20	
Hillsborough...	Cork Academy	Rural Graded	132	105.30	174.00	
Hillsborough...	Largo	Rural Graded	100	60.10	174.00	
Hillsborough...	Brandon	Rural Graded	88	62.37	174.00	
Hillsborough...	Valrico	Rural Graded	83	50.97	174.00	

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Hillsborough...	Lavilla	Rural Graded	81	54.11	174.00	
						$ 3,688.80
Holmes.....	Bonifay	Senior High	209	110.00	522.00	
Holmes.....	Westville	Junior High	136	72.00	313.20	
						$ 835.20
Jackson.....	Marianna	Senior High	240	156.37	522.00	
Jackson.....	Greenwood	Junior High	100	67.86	313.20	
Jackson.....	Sneads	Junior High	158	84.30	313.20	
						$1,148.40
Jefferson.....	Monticello	Senior High	100	85.06	522.00	
Jefferson.....	Aucilla	Junior High	93	54.38	313.20	
Jefferson.....	Waukeenah	Junior High	85	53.68	313.20	
Jefferson.....	Bethel	Junior High	107	67.48	313.20	
						$ 1,461.60
LaFayette.....	Mayo	Rural Graded	180	125.00		
						$ 174.00
Lake.....	Leesburg	Senior High	233	175.00	522.00	
Lake.....	Eustis	Junior High	122	88.00	313.20	
						$ 835.20

Lee	Ft. Myers	Senior High	233	176.00	522.00	
Lee	Alva	Junior High	87	63.00	313.20	
						$ 835.20
Leon	Leon High Sh'l	Senior High	384	282.00	522.00	
Leon	Lincoln H. S.	Senior High	526	380.00	522.00	
Leon	Woodville	Junior High	86	58.00	313.20	
						$ 1,357.20
Levy	Bronson	Junior High	92	65.11	313.20	
Levy	Cedar Key	Junior High	79	56.25	313.20	
Levy	Williston	Junior High	133	99.18	313.20	
Levy	Montbrook	Rural Graded	82	60.14	174.00	
Levy	Morriston	Rural Graded	97	59.70	174.00	
						$ 1,287.60
Liberty	Bristol	Rural Graded	114	89.00		$ 174.00
Manatee	Bradentown	Senior High	163	124.00	522.00	
Manatee	Palmetto	Senior High	124	105.00	522.00	
Manatee	Sarasoto	Junior High	176	120.00	313.20	
Manatee	Parish	Rural Graded	107	68.00	174.00	
						$ 1,531.20
Marion	Ocala	Senior High	472	366.08	522.00	
Marion	Dunnellon	Senior High	156	101.10	522.00	

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
Marion.....	Fellowship	Junior High	69	51.33	313.20	
Marion.....	Citra	Junior High	70	55.00	313.20	
Marion.....	McIntosh	Junior High	81	65.82	313.20	
Marion.....	Blitchton	Junior High	71	57.87	313.20	
Marion.....	Howard Acad.	Junior High	502	349.67	313.20	
Marion.....	Fessenden Ay.	Junior High	305	231.00	313.20	
Marion.....	Belleview	Rural Graded	66	50.05	174.00	
Marion.....	Reddick	Rural Graded	80	64.81	174.00	
						$ 3,271.20
Monroe.....	Sears	Junior High	386	234.00		$ 313.20
Nassau.....	Fernandina	Senior High	209	144.00	522.00	
Nassau.....	Fernandina (colored)	Junior High	330	205.53	313.20	
						$ 835.20
Orange.....	Orlando	Junior High	453	361.00	522.00	
Orange.....	Sanford	Junior High	288	216.00	522.00	
Orange.....	Apopka	Junior High	113	95.90	313.20	
Orange.....	Winter Park	Junior High	80	60.00	313.20	
Orange.....	Winter Garden	Junior High	87	70.00	313.20	
Orange.....	Pine Castle	Rural Graded	63	51.00	174.00	
						$ 2,157.60

Osceola.....	Kissimmee	Senior High	455	336.70	522.00	
Osceola.....	Bassinger	Rural Graded	126	60.87	174.00	
						$ 696.00
Pasco.....	Dade City	Senior High	244	162.65	522.00	
Pasco.....	Wake Forest	Junior High	97	51.30	313.20	
Pasco.....	San Antonio	Rural Graded	71	51.60	174.00	
						$ 1,009.20
Polk.....	Bartow	Senior High	447	355.25	522.00	
Polk.....	Lakeland	Senior High	548	365.25	522.00	
Polk.....	Auburndale	Junior High	81	62.75	313.20	
Polk.....	Ft. Meade	Junior High	115	76.50	313.20	
Polk.....	Mulberry	Junior High	139	76.75	313.20	
Polk.....	Winter Haven	Rural Graded	103	59.75	174.00	
						$ 2,157.60
Putman.....	Palatka	Senior High	353	257.00	522.00	
Putman.....	Crescent City	Junior High	101	66.18	313.20	
						$ 835.20
St. Johns.....	St. Augustine	Senior High	419	307.44	522.00	
St. Johns.....	St. Augustine (colored)	Junior High	330	244.11	313.20	
St. Johns.....	New Augustine (colored)	Rural Graded	125	94.08	174.00	

County.	Name of School.	Grade.	Enrollment.	Average Attendance.	Amount.	
St. Johns.....	Hastings	Rural Graded	134	89.28	174.00	
						$ 1,183.20
St. Lucie.....	Fort Pierce	Junior High	209	133.77	313.20	
St. Lucie.....	Jensen	Junior High	83	63.33	313.20	
						$ 626.40
Santa Rosa....	Milton	Senior High	137	92.33	$ 522.00	
Sumter.....	Webster	Junior High	154	102.00	313.20	
Sumter.....	Oxford	Rural Graded	154	104.00	174.00	
					$ 487.20	
Suwannee.....	Live Oak	Senior High	536	361.31	522.00	
Suwannee.....	Welborn	Junior High	123	72.09	313.20	
						$ 835.20
Volusia.....	Daytona	Senior High	272	199.00	522.00	
Volusia.....	DeLand	Junior High	262	225.00	313.20	
Volusia.....	Seabreeze	Junior High	103	90.00	313.20	
						$ 1,148.40
Wakulla.....	Ivan	Rural Graded	92	61.00	$ 174.00	

Walton.....	De Funiak Spgs.	Senior High	321	252.56		$ 522.00
Washington....	Chipley	Senior High	241	183.05	522.00	
Washington....	St. Andrews	Rural Graded	87	53.75	174.00	
			28,274	19,858.70		$696.00
						$48,894.00
		Balance in Fund				$ 1,106.00

STATE AID, CHAPTER 5381, BASED ON AVERAGE ATTENDANCE.

Chapter 5381 appropriates $50,000.00 annually to such public schools of the State as do not receive aid under the provisions of any other State Aid Act, and make an average attendance for the regular term of 80 per cent. of the total enrollment.

The following is a list of the 290 schools that received aid and had their terms extended under the above named chapter, for the year ending June 30, 1906:

County.	Name of School.	Amount Received.	
Alachua	Arredondo	$ 70.00	
Alachua	Louise	80.00	
Alachua	Windsor	80.00	
Alachua	Evinston	70.00	
Alachua	Stokes	60.00	
Alachua	Bell	140.00	
Alachua	Union Academy	665.00	
			$1,165.00
Bradford	Brooklyn	$ 70.00	
Bradford	Theressa	150.00	
			$ 220.00
Brevard	Courtenay	$ 70.00	
Brevard	Titusville (Colored)	80.00	
Brevard	Georgianna (Colored)	60.00	
Brevard	Cocoa (Colored)	140.00	
			$ 350.00
Calhoun	Peninsula	$ 60.00	
Calhoun	White Pond	60.00	
Calhoun	Pitts	60.00	
			$ 180.00
Citrus	Citronelle	$100.00	
Citrus	Homosassa	100.00	
Citrus	Cave Bend	80.00	
			$ 280.00
Columbia	Centerville	$120.00	
Columbia	Corrinth	60.00	
			$ 180.00

County.	Name of School.	Amount Received.	
Dade	Delray (Colored)	40.00	
Dade	Ojus	80.00	
Dade	West Jupiter	298.00	
Dade	Everglade	80.00	
Dade	Boynton	90.00	
Dade	Alapattah	90.00	
Dade	Stuart	180.00	
Dade	Silver Palm	80.00	
			—$ 938.00
DeSoto	Lily	$170.00	
DeSoto	Fort Winder	50.00	
DeSoto	Holzendorf	80.00	
DeSoto	Owens	160.00	
DeSoto	Prospect	80.00	
DeSoto	Lemon Grove	80.00	
DeSoto	Sweetwater	80.00	
DeSoto	Avon Park	80.00	
DeSoto	Bowling Green	300.00	
DeSoto	Hull	80.00	
DeSoto	Crewsville	70.00	
DeSoto	Oak Hill	180.00	
			—$1,410.00
Duval	Oakland	$880.00	
Duval	Pilot Town	80.00	
Duval	New Berlin	80.00	
Duval	Baldwin	90.00	
Duval	Pablo Beach	100.00	
Duval	Mandarin (White)	40.00	
Duval	Plummers	40.00	
Duval	Bayard (White)	50.00	
Duval	Gilmore	40.00	
			—$1,400.00
Escambia	West Gregory Street ...	$420.00	
Escambia	East Chase Street, No. 54	260.00	
Escambia	East Chase Street, No. 55	260.00	
Escambia	Laggoon	60.00	
			—$1,000.00
Franklin	Apalachicola (Colored)	$270.00	
Franklin	Carrabelle (Colored) .	120.00	
			—$ 390.00

County.	Name of School.	Amount Received.	
Gadsden	Greensboro	$145.00	
Gadsden	Providence	70.00	
			—$ 215.00
Hamilton	Bright Pond		$ 70.00
Hillsborough	Gant	$ 90.00	
Hillsborough	Lee	70.00	
Hillsborough	Keysville	100.00	
Hillsborough	Spring Head	100.00	
Hillsborough	Pelot	90.00	
Hillsborough	Hopewell	100.00	
Hillsborough	Hurrah	70.00	
Hillsborough	Johnson	80.00	
Hillsborough	Wilderville	90.00	
Hillsborough	Sydney	90.00	
Hillsborough	Green Springs	70.00	
Hillsborough	Fish Hawk	90.00	
Hillsborough	Oak Ridge	100.00	
Hillsborough	Stemper	80.00	
Hillsborough	Alafia	80.00	
Hillsborough	Harney	80.00	
Hillsborough	Bloomingdale	180.00	
Hillsborough	Plano.	90.00	
Hillsborough	Seffner	70.00	
Hillsborough	Bayview	90.00	
Hillsborough	Big Cypress	70.00	
Hillsborough	West Tampa (Colored)	140.00	
Hillsborough	East Tampa	170.00	
Hillsborough	Wimauma	90.00	
Hillsborough	Keystone Park	90.00	
Hillsborough	Robles' Pond	70.00	
Hillsborough	Mango	80.00	
Hillsborough	Livingston Avenue	100.00	
Hillsborough	Trapnell	70.00	
Hillsborough	Cottage Hills	70.00	
			—$2,760.00
Holmes	Pleasant Ridge	$ 60.00	
Holmes	Corrinth	60.00	
Holmes	Eleanor	165.00	
Holmes	Ponce de Leon	110.00	
			—$ 395.00

County.	Name of School.	Amount Received.	
Jackson	Welcome	$ 60.00	
Jackson	Blue Spring	80.00	
Jackson	Hickory Level	80.00	
Jackson	Sunny Side	110.00	
Jackson	Sand Ridge	60.00	
Jackson	St. Mary (Colored)	80.00	
Jackson	Alliance	60.00	
Jackson	Providence	150.00	
Jackson	Galilee	159.50	
Jackson	Merritts	90.00	
Jackson	Marianna (Colored)	280.00	
			—$1,209.50
Jefferson	Elizabeth	$ 70.00	
Jefferson	Monticello (Colored)	$150.00	
			—$ 220.00
Lake	Clermont	$ 70.00	
Lake	Emeraldo	70.00	
Lake	Cassia	100.00	
Lake	Double Run	32.50	
Lake	Astor Park	60.00	
Lake	Mt. Dora	90.00	
Lake	Tavares	180.00	
Lake	Minneola	60.00	
Lake	Lady Lake	120.00	
Lake	Lisbon	100.00	
Lake	Fruitland Park	70.00	
Lake	Altoona	190.00	
Lake	Paisley	70.00	
Lake	Umatilla	370.00	
Lake	Mascotte	150.00	
			—$1,732.50
Lee	Sanibel		—$ 80.00
Leon	Jackson Bluff	$ 80.00	
Leon	Pin Hook	60.00	
Leon	Meridian	60.00	
Leon	Oak Dale	80.00	
Leon	Ft. Braden	170.00	
Leon	Chaires (Colored)	50.00	
			$ 500.00

County.	Name of School.	Amount Received.	
Levy	Deer Pen	$ 25.00	
Levy	Sumner	16.25	
Levy	Long Pond	90.00	
Levy	Lightsey	60.00	
Levy	Chiefland	110.00	
Levy	Markham	50.00	
Levy	Wolf Sink	90.00	
Levy	Wyly	37.50	
Levy	Adamsville	34.50	
			—$ 513.25
Liberty	Oak Grove		—$ 70.00
Madison	Sampala	50.00	
Madison	Spring Head	70.00	
Madison	Central Academy	60.00	
Madison	Sundown	70.00	
Madison	Oakland	60.00	
			—$ 310.00
Manatee	Laurel	50.00	
Manatee	Erie	50.00	
Manatee	Terra Ceia	100.00	
Manatee	Venice	60.00	
Manatee	Albritton	80.00	
Manatee	Osprey	60.00	
Manatee	Fruitville	80.00	
Manatee	Manatee	290.00	
Manatee	Cortez	70.00	
Manatee	Willensem	70.00	
Manatee	Bradentown	380.00	
Manatee	Braden River	60.00	
Manatee	Miakka	80.00	
Manatee	Oneco	100.00	
			—$1,530.00
Marion	Mt. Royal	$ 70.00	
Marion	Martel	90.00	
Marion	Ebenezer	70.00	
Marion	Flemington	80.00	
Marion	Electra	80.00	
Marion	Freestone	60.00	
Marion	Linadale	70.00	

County.	Name of School.	Amount Received.	
Marion	Hurricane Pond	90.00	
Marion	Charter Oak	90.00	
Marion	Christian	50.00	
Marion	Wier Park	70.00	
Marion	Martin	60.00	
Marion	Weirsdale	100.00	
Marion	Pine Level	90.00	
Marion	Mayville	70.00	
Marion	Oak Hill	60.00	
Marion	Montague	120.00	
Marion	Ft. McCoy	90.00	
			—$1,410.00
Nassau	Plummer's Swamp ...		—$ 30.00
Orange	Eatonville	$ 80.00	
Orange	Oviedo	210.00	
Orange	Lockhart	100.00	
Orange	Sanford (Colored)	320.00	
Orange	Lake Mary	70.00	
Orange	Geneva	170.00	
Orange	Winter Park (Colored).	130.00	
Orange	Chuluota	100.00	
Orange	Buda	70.00	
Orange	Fairview	70.00	
Orange	Union	100.00	
Orange	Little Creek	70.00	
Orange	Merrimac	70.00	
			—$1,560.00
Osceola	South Port.	70.00	
Osceola	Bevons.	70.00	
Osceola.	Clarks.	70.00	
			—$ 210.00
Pasco	Withlacoochee	$ 70.00	
Pasco	Ellershi	80.00	
Pasco	Childers	70.00	
Pasco	Independence	70.00	
Pasco	Lake Buddie	80.00	
Pasco	Blanton	160.00	
Pasco	Prospect	80.00	
Pasco	Union	70.00	

County.	Name of School.	Amount Received.	
Pasco	Matchett	70.00	
Pasco	Darby	80.00	
Pasco	Emmons	70.00	
Pasco	Greer	60.00	
			—$ 960.00
Polk	Lake Polk	$ 90.00	
Polk	Tiger Bay	170.00	
Polk	Eloise	80.00	
Polk	Winston	170.00	
Polk	Bartow (Colored)	350.00	
Polk	Chicora	170.00	
Polk	Fairview	90.00	
Polk	Socrum	190.00	
Polk	Lake Buffum	90.00	
Polk	Berlin	70.00	
Polk	Surveyors Lake	90.00	
Polk	Haskell	180.00	
			—$1,740.00
Putnam	Centerview	$ 35.00	
Putnam	Interlachen	140.00	
Putnam	Florahome	80.00	
Putnam	Francis	150.00	
Putnam	Putnam Hall	80.00	
Putnam	McMeekin	70.00	
Putnam	Springside	70.00	
Putnam	Ochwilla	70.00	
Putnam	Crescent City (Colored)	80.00	
Putnam	San Mateo	70.00	
Putnam	Georgetown.	70.00	
Putnam	Johnson	70.00	
Putnam	Federal Point	70.00	
Putnam	Bardin	90.00	
			—$1,145.00
St. Johns	No. 5 North City	$ 58.00	
St. Johns	Matanzas	60.00	
			—$ 118.00
St. Lucie	Viking	$ 70.00	
St. Lucie	Gifford	70.00	
St. Lucie	Sebastian	190.00	
St. Lucie	Ft. Pierce (Colored)	70.00	
			—$ 400.00

County.	Name of School.	Amount Received.	
Santa Rosa	Wellman	$ 60.00	
Santa Rosa	McDavid Institute	60.00	
Santa Rosa	Allenton	80.00	
Santa Rosa	Spring Creek	80.00	
Santa Rosa	Cobb	80.00	
Santa Rosa	Milligan	170.00	
Santa Rosa	Fidelis	70.00	
Santa Rosa	Bryant	80.00	
Santa Rosa	West	70.00	
Santa Rosa	Antioch	70.00	
Santa Rosa	McLellan	100.00	
Santa Rosa	Robinson Bridge	100.00	
Santa Rosa	Marquis Basin	70.00	
Santa Rosa	Bagdad	390.00	
			$1,480.00
Sumter	Wildwood (White)	$160.00	
Sumter	Wildwood (Colored)	130.00	
Sumter	Linden	270.00	
Sumter	Bushnell	250.00	
Sumter	Center Hill	160.00	
			$ 970.00
Suwannee	Union	$ 80.00	
Suwannee	Gamble	70.00	
Suwannee	Oak Hill	50.00	
Suwannee	Rock Hill	80.00	
Suwannee	Pine Mount	80.00	
Suwannee	Padlock	50.00	
Suwannee	Branford	80.00	
			$ 490.00
Taylor	Spring Hill	$150.00	
Taylor	Shady Grove	160.00	
Taylor	Rockville	64.00	
Taylor	Live Oak	80.00	
			$ 454.00
Volusia	DeLeon Springs	$ 90.00	
Volusia	Braddock	75.00	
Volusia	Daytona (Colored)	374.00	
Volusia	Oak Hill	100.00	
Volusia	Glencoe	100.00	

County.	Name of School.	Amount Received.	
Volusia	Glenwood	80.00	
Volusia	Coronado	70.00	
Volusia	Holly Hill	180.00	
Volusia	Orange City	170.00	
Volusia	Port Orange (White)..	180.00	
Volusia	Port Orange (Colored).	70.00	
Volusia	Emporia	80.00	
Volusia	Ormond	220.00	
Volusia	Kingston	220.00	
			—$2,009.00
Wakulla	Oak Park		—$ 140.00
Walton	Oak Grove .....$	50.00	
Walton	Laurel Hill	295.00	
Walton	Black Branch	55.00	
Walton	Gordon	50.00	
Walton	DeFuniak Springs (Colored)	70.00	
			—$ 520.00
Washington	Sulpher Springs .....$	55.00	
Washington	Vernon	140.00	
Washington	Mattox Springs	60.00	
Washington	Long Bay	60.00	
			—$ 315.00

Total number of schools 290.

Total amount apportioned $31,069.25.

Balance in fund $18,930.75.

This being the initial year of the operation of the provisions of Chapter 5381, and the same being generally understood, only about ten per cent. of the schools made application for aid. Consequently, a balance of $18,930.70 was left in the fund. Under the ruling of the Comptroller, this unexpended balance reverts to the general fund and will not be available another year. Judging from the applications for State aid under this chapter now in file in the office of the Superintendent of Public Instruction, it is doubtful whether the appropriation of $50,000.00 for the year 1906-7 will be ample.

STATE AID, CHAPTER 5383, BASED ON PROPERTY VALUATION.

Chapter 5383 appropriates $25,000.00 annually to be apportioned to the counties of the State on the basis of their property valuation, and the amounts received by each county must be used for the continuance of the terms of such schools as do not receive aid under the provisions of any other State aid act.

The following is a list of the apportionments made under this chapter by the Comptroller according to law, for the year ending June 30, 1906:

Alachua	$ 918.75
Baker	182.25
Bradford.	372.75
Brevard	359.00
Calhoun	237.00
Citrus	250.00
Clay	240.00
Columbia	455.00
Dade	1,053.75
DeSoto	697.50
Duval	2,572.25
Escambia	1,380.25
Franklin	175.50
Gadsden	266.75
Hamilton	293.25
Hernando	219.00
Hillsborough	2,402.00
Holmes	222.75
Jackson	471.75
Jefferson	342.50
LaFayette	284.75
Lake	454.75
Lee	341.25
Leon	490.50
Levy	336.75
Liberty	163.25
Madison	426.25

Manatee	394.50
Marion	904.25
Monroe	358.25
Nassau	424.00
Orange	787.50
Osceola	316.50
Pasco	298.00
Polk	867.50
Putnam	528.25
Santa Rosa	454.00
St. Johns	554.75
St. Lucie	289.00
Sumter	286.25
Suwannee	438.75
Taylor	594.75
Volusia	836.25
Wakulla	160.00
Walton	472.50
Washington	424.50
	$25,000.00

CHAPTER V.

TEACHERS' SUMMER TRAINING SCHOOLS.

PART I—1905.

The Teachers' Summer Training school for whites was located in Gainesville, with Prof. L. W. Buchholz as Principal, and was conducted for a period of two months, beginning July 10, 1905, and ending September 1, 1905. Opportunity was afforded for professional improvement and for preparation for the examination for county, state, special and primary certificates.

The school for negroes was conducted in Tallahasseee for a period of one month, beginning July 10, 1905, and ending August 4, 1905. The same was conducted for professional work and for preparation for county certificates.

Vouchers for all expenditures will be found in the office of the State Superintendent of Public Instruction.

WHITES.

	Male.	Female.	Total.
Number enrolled, 16 years old and over	27	53	80
Average daily attendance of the above.	16	38.2	54.5
Number enrolled who had taught	8	39	47
Number enrolled who had not taught.	19	14	33
Number enrolled holding First Grade Certificates	5	15	20
Number enrolled holding Second Grade Certificates	3	15	18
Number enrolled holding Third Grade Certificates	1	10	11
Number enrolled holding no certifiate.	18	13	31

NEGROES.

Number enrolled, 16 years old and over	7	12	19
Average daily attendance of the above.	3.75	2.25	6
Number enrolled who had taught	1	10	17
Number enrolled who had not taught	.7	2	2
Number enrolled holding First Grade Certificates	1	0	1
Number enrolled holding Second Grade Certificates	2	6	8
Number enrolled holding Third Grade Certificates	0	3	3
Number enrolled holding no certificate	4	3	7

EXPENDITURES FOR SUMMER TRAINING SCHOOLS.

Capital Publishing Co., printing	$12.50
Tampa Tribune Publishing Co., advertising	5.00
Palatka Times-Herald, advertising	2.50
Florida Times-Union, advertising	9.00
Daily and Semi-Weekly Sun, advertising	15.00
Clay County Times Publishing Co., advertising	7.00
Pensacola News Publishing Co., advertising	7.00

INSTRUCTORS' SALARIES.

L. W. Buchholz, service 40 days	$ 300.00
Arthur Williams, service 40 days	200.00
A. W. Jackson, service 40 days	200.00
I. I. Himes, service 40 days	200.00
W. L. Floyd, service 40 days	200.00
W. F. Yocum, service 40 days	200.00
Geo. M. Lynch, service 40 days	200.00
Mrs. J. B. Johnston, service 40 days	200.00
Miss Rowena Longmire, service 30 days	150.00
J. A. Ormond, service 20 days	111.00
O. M. Tillman, service 20 days	100.00
Total	$2,119.00
Appropriation	$2,500.00
Balance left in fund	$ 381.00

The above balance, according to the ruling of the Comptroller, reverted to the State and was not available for the year 1906.

PART II.—1906.

Teachers' Summer Ttraining Schools for whites were conducted in Gainesville and Tallahassee for a period of six weeks, beginning June 11, 1906, and ending July 20, 1906.

These schools were under the principaliship of Dr. W. F. Yocum and Prof. L. W. Buchholz, respectively. The broadening influence of professional training was primarily sought, and careful reviews were given those preparing for examination for county, state, primary and special certificates.

President A. A. Murphree, of the Florida Female College, generously gave his services as one of the instructors in the school at Tallahassee, free of any charge whatever.

The school for negroes was conducted in Tallahassee for a period of one month with Principal N. B. Young, of the Colored Normal School, in charge. Principal Young also gave his services as principal and instructor, free of cost. Professional improvement was sought, and opportunity was given for preparing for the county examination.

GAINESVILLE—WHITE.

	Male.	Female.	Total.
Number enrolled, 16 years old and over	28	97	125
Average daily attendance of the above	27.73	73.9	95.63
Number enrolled who had taught	20	52	72
Number enrolled who had not taught	8	45	53
Number enrolled holding First Grade Certificates	13	21	34
Number enrolled holding Second Grade Certificates	5	18	23
Number enrolled holding Third Grade Certificates	2	12	14
Number enrolled holding no certificate	8	46	54

TALLAHASSEE—WHITE.

Number enrolled, 16 years old and over	21	72	93
Average daily attendance of the above.	17 2-3	51 1-3	69
Number enrolled who had taught	12	45	57
Number enrolled who had not taught.	9	27	36
Number enrolled holding First Grade Certificates	9	13	22
Number enrolled holding second Grade Certificates	3	23	26
Number enrolled holding Third Grade Certificates	0	9	9
Number enrolled holding no certificate	9	27	36

TALLAHASSEE—NEGRO.

Number enrolled, 16 years old and over	4	30	34
Average daily attendance of the above	2	20	22
Number enrolled who had taught	4	22	26
Number enrolled who had not taught.		8	8
Number enrolled holding First Grade Certificates	1	1	2
Number enrolled holding Second Grade Certificates	3	17	20
Number enrolled holding Third Grade Grade Certificates		4	4
Number enrolled holding no certificate		8	8

COUNTIES.	Gainesville (White.)			Tallahassee (White.)			Tallahassee (Negro.)		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alachua	8	45	53	1	...	1	1	...	1
Baker	...	...	...	...	1	1	...	...	...
Bradford	1	2	3	...	...	...	...	...	...
Brevard	...	...	...	...	...	...	...	...	...
Calhoun	...	...	...	...	...	...	...	...	...
Citrus	2	1	3	...	...	...	...	...	...
Clay	...	2	2	...	1	1	...	...	...
Columbuia	3	2	5	...	1	1	...	...	...
Dade	...	...	...	...	5	5	...	...	...
DeSoto	...	...	...	...	...	...	...	...	...
Duval	...	1	1	...	3	3	...	1	1
Escambia	...	...	...	...	2	2	...	...	...
Franklin	...	...	...	1	...	1	...	...	...
Gadsden	...	...	...	1	1	2	...	1	1
Hamilton	...	1	1	...	...	...	...	2	2
Hernando	...	3	3	...	...	...	...	...	...
Hillsborough	...	3	3	2	2	4	...	...	...
Holmes	...	...	...	...	...	...	...	...	...
Jackson	1	...	1	2	4	6	...	...	...
Jefferson	...	...	...	...	2	2	...	2	2
Lafayette	...	...	...	...	...	...	...	...	...
Lake	3	4	7	...	...	...	...	...	...
Lee	...	...	...	...	...	...	...	...	...
Leon	...	...	...	7	20	27	3	22	25
Levy	3	9	12	3	...	3	...	...	...
Liberty	...	...	...	1	1	2	...	...	...
Madison	...	...	...	...	1	1	...	...	...
Manatee	...	...	...	...	1	1	...	...	...
Marion	1	8	9	1	3	4	...	...	...
Monroe	1	1	2	...	...	...	...	...	...
Nassau	...	...	...	...	1	1	...	...	...
Orange	1	1	2	...	2	2	...	1	1
Osceola	1	1	2	...	...	...	...	...	...
Pasco	...	3	3	...	...	...	...	...	...
Polk	1	3	4	...	3	3	...	...	...
Putnam	...	1	1	...	...	...	...	...	...
St. Johns	...	2	2	...	...	...	...	1	1
St. Lucie	...	...	...	...	...	...	...	...	...

COUNTIES.	Gainesville (White.)			Tallahassee (White.)			Tallahassee (Negro.)		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Santa Rosa	...	...	...	...	...	...	...	...	...
Sumter	2	2	4	...	4	4	...	...	...
Suwannee	...	...	...	...	5	5	...	...	...
Taylor	...	...	...	...	...	...	...	...	...
Volusia	...	...	...	...	1	1	...	...	...
Wakulla	...	...	...	...	4	4	...	...	...
Walton	...	...	...	1	4	5	...	...	...
Washington	...	...	...	1	...	1	...	...	...
Other States	...	2	2	...	...	...	...	...	...
Total	28	97	125	21	72	93	4	30	34

EXPENSES SUMMER TRAINING SCHOOLS 1906.

W. F. Yocum, postage and printing	$17.12
Florida School Exponent, advertising	20.00
Fred W. Kettle, postage and printing	12.00
Capital publishing Co., printing	12.50
N. B. Young, advertising negro school	10.85

INSTRUCTORS' SALARIES—GAINESVILLE.

W. F. Yocum, service 29 days	$ 203.00
P. W. Corr, service 30 days	150.00
Geo. M. Lynch, service 30 days	150.00
W. L. Floyd, service 30 days	150.00
J. H. Fulks, service 20 days	100.00
W. H. Russell, service 20 days	20.00
Tom F. McBeath, service 10 days	50.00
A. W. Jackson, service 10 days	40.00
Mrs. J. B. Johnston, service 30 days	135.00
Mrs. Ella LaF. Hamilton, service 30 days	135.00

INSTRUCTORS' SALARIES—TALLAHASSEE.

L. W. Buchholz, service 30 days	$ 210.00
I. I. Himes, service 30 days	150.00
Arthur Williams, service 30 days	150.00
G. F. Oliphant, service 30 days	150.00
B. C. Bondurant, service 30 days	150.00
Asa B. Clark, service 30 days	120.00
Miss Rowena Longmire, service 30 days	135.00

INSTRUCTORS' SALARIES—NEGRO SCHOOL.

W. B. Matthews, service 20 days	$	100.00
Sarah A. Blocker, service 20 days		100.00
Total	$	2,470.47
Appropriation	$	2,500.00
Balance in fund	$	29.53

CHAPTER VI.

SAMPLE EXAMINATION QUESTIONS AND ADDRESSES OF HOLDERS OF CERTAIN CERTIFICATES.

This chapter contains samples of the five sets of questions on which the uniform examinations for first, second and third grade County Certificates were held during the biennium; one complete set of the questions on which the examinations for State Certificates were held during the past two years; a full set of the questions used in the examinations for Primary Certificates, provided for in Section 8, Chapter 5204, Session Laws of 1903; and questions on the different branches in which applicants for Special Certificates have been examined. Special Certificates were provided for in Section 9, Chapter 5204, Session Laws of 1903.

In addition, are added the addresses of persons to whom have been issued State Life Certificates, State Certificates, First Grade Life Certificates, Life Extension of First Grade Certificates, Aged Teachers' Certificates, Primary Certificates, Primary Life Certificates, Special Certificates.

The reason for publishing samples of these questions is because of the many demands made upon the office for them, and that the public may have the opportunity of knowing the character of the questions propounded to the teachers of the State.

The legal requirements for each of these certificates will be stated before the sample questions submitted for that grade of certificate.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on any

subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for examination is limted to four days, and the subjects must be taken in the following order: Orthography, Reading, English Grammar, Arithmetic, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. Duties. Every examinee must supply himself with cap paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. Prohibitions. During the examination on any subject there must be no violation of any of the following: (1) No examinee shall be seated so that it be possible for him to read another's writing; (2) shall have in his possession any book, note book, or other thing from which help may be obtained; (3) shall speak to any person; (4) shall overlook another's work; (5) shall ask the examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave room more than once, or remain out longer than ten minutes; (8) shall pass or throw anything about the room; (9) shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee or for throwing out a whole county examination.

SECOND AND THIRD GRADE CERTIFICATES.

Applicants for Second and Third Grade Certificates are examined upon the same branches and the same questions, the distinction in grade of certificate received resting solely upon the percentage of questions answered correctly. The following are the subjects which they are examined: Orthography, Reading, Arithmetic, English Grammar, United States History, Geography, Physiology, Theory and Practice of Teaching and Composition.

The successful applicant for a Third Grade Certificate must make a grade in no branch below 40 per cent., and

an average grade of 60 per cent. on all the branches; this certificate is valid for two years from date of issue. Section 5, Chapter 5204.

The successful applicant for a Second Grade Certificate must make a grade in no branch below 60 per cent., and an average of 75 per cent. on all the aforesaid branches; this certificate is valid for four years from the date of issue. Section 6, Chapter 5204.

ORTHOGRAPHY USED JUNE 6, 1905.
(From Reed's Word Lessons.)

1. Illustrate eight alphabetical equivalents of short *e*.
10 *Credits.*

2. Mark diarcritically the vowels in the following words: *there, dirge, soot, crude, wear, giraffe, salve, fern, sward, gape.*
1 *Credit each.*

3. Syllabicate, mark the primary accent, and give the proper diacritical mark to each vowel in the following words: *mercantile, lenient, inquiry, genuine, hymenean, finance, condolence, acclimate, dolorous, abdomen.*
1 *Credit* each.

4. Form a derivative word by using each of the following as a suffix, and illustrate the meaning of each suffix: *ous, cle, ary, ism, ity.*
2 *Credits* each.

5. Define each word formed by uniting in order to a root a prefix meaning: *between, not, with, half, beyond.*
2 *Credits* each.

6. Write and define *two* homonyms for each of the following: *fane, site, idle, raise, road.*
2 *Credits each.*

7. Give five nouns, underscoring the suffix in each, the suffixes meaning respectively: *state of being, one who, act of, to make, pertaining to.*
2 *Credits* each.

8. Analyze and define the following words: *prerequisite, conveyancer, acquittal, prosecution, inflexibility.*
2 *Credits* each.

9 & 10. Unite the following and give the rule for spelling in each case: *fop+ish, busy+ness, service+able, defer+ed, beauty+ous, true+ly, time+ly shoe+ing, flee+ing, refer+ence.*
2 *Credits each.*

READING.

Used September 5, 1905.

1. Name the *necessary* qualifications of a *successful* teacher of reading.

10 *Credits.*

2. How should you conduct a reading lesson in a large class, looking to: (a) *Correcting errors?* (b) *Naturalness?* (c) *Mastery?*

3 1-3 *Credits* each.

3. (a) When primary reading is taught by the *word* method, when should the study of phonics begin? (b) Give *two* purposes of phonic drills.

5 *Credits each.*

4. (a) given *general* directions for position and management of body in reading or speaking. (b) Show how lessons in reading may be made to serve as exercises in literature and cultivate a literary taste

5 *Credits each.*

5. Discuss the relation of punctuation marks to reading, and the way pupils should be instructed to observe them.

10*Credits*

6-10. Read an extract of not less than ten lines each of *prose* and *poetry* for the examiner.

(Examiner will grade from 0 to 25 each extract read, and deliver same to the Grading Committee to be added by them to the grading of the questions above.)

ENGLISH GRAMMAR.

Used September 5, 1905.

(From Metcalf's Grammar.)

1. Give an *exact* definition of each of these terms as used in grammar: (a) *declension,* (b) *comparison,* (c) *conjugation,* (d) *inflection,* (e) *parsing.*

2 *Credits each.*

2. Classify sentences with respect to *meaning* and *form.* Illustrate with sentences.

10 *Credits.*

3. Use *adjectives* or *adverbs* in the place of the phrases, and *phrases* in the place of the adjectives and adverbs in italics below: (1) Joys *of home.* (2) *Without excues.*

(3) *Quietly* withdrew. (4) *Emotion beyond control.* (5) Was *easily* done. (6) *Exceedingly* important. (7) *Floral* designs. (8) *In an excited manner.* (9) *Instantly* ceased. (10) Disturbances *of the atmosphere.*

1*Credit each.*

4. What *three* parts of speech are used as connec-

10 *Credits.*

5. Illustrate the *five* different uses of *noun* clauses.

10 *Credits.*

6. Write sentences in which *which* is used as an *interrogative pronoun, indirect interrogative pronoun, interrogative adjective* and a *conjunctive pronoun.*

10 *Credits.*

7. Write all the *participles* and *infinitives* both active and passive of the verb *see.*

10 *Credits.*

8. Write the synopsis with *he* of the verb *take* in all *voices, modes* and *tenses.*

10 *Credits.*

9. Analyze or diagram:

"His life *was* gentle; *and* the elements
So mixed in him, *that* nature might *stand up*
And *say* to *all* the world, *'This* was a *man.'*"

10 *Credits.*

10. Parse in *full* the italicized words in the above sentence.

10 *Credits.*

ARITHMETIC.

Used June 6, 1905.

Solution must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

(From Milne's Standard Arithmetic.)

1. Mr. W. bought 30 shares of stock, $50 each, at 2½ per cent. discount. He sold ¼ of it at ½ per cent. discount and the rest at 1¾ per cent. premium. What was his gain?

10 *Credits.*

2. A stove manufacturer purchases old iron at 83 cents per hundred pounds, and makes out of it stoves weighing 125 pounds each, which he sells at $15.50 apiece. How much does he gain on each 100 pounds of old iron?

10 *Credits.*

3. A merchant sold a quantity of sugar for $920 and thereby gained ¼ of the cost. If he had hold it for $756 would he have gained or lost, and how much?

10 *Credits.*

4. How many rails will be required to fence a farm ¼ of a mile square with rails 1 rod and 15 links in length, if the fence is to be 12 rails high? (No allowance for lapping.)

10 *Credits.*

5. A boy buys chestnuts at $1.80 per bushel and sells them at 10c. per quart liquid measure. What does he gain per bushel?

10 *Credits.*

6. What will be the cost of a board 20 feet long, 20 inches wide at one end and 14 inches wide at the other, and 1½ inches thick, at $15 per thousand feet?

10 *Credits.*

7. A bookseller bought books at 12½ per cent. discount from the retail price, which was $3 per volume, and sold them at the retail price. What was his gain per cent?

10 *Credits.*

8. What is the duty on 15 pieces of Brussels carpeting of 60 yards each, invoiced at 38c. per yord, the specific duty being 26c. per yard, and the ad valorem duty 25 per cent?

10 *Credits.*

9. A note for $685.30 dated Jan. 7, 1895, and due in 60 days, was discounted Feb. 9, 1895, at the First National Bank. What was the discount? (No days of grace.)

10 *Credits.*

10. A person in purchasing sugar found that if he bought sugar at 5c., he would lack 30c. of having enough money to pay for it, so he bought sugar at 4¼c. and had 45c. left. How many pounds did he buy?

10 *Credits.*

COMPOSITION.

Used June 5, 1906.

(From Maxwell and Smith's Writing in English.)

1. State *three* methods by which a knowledge of English wordds can be gained.

10 *Credits each.*

2. Illustrate *seven* uses of the comma.

10 *Credits.*

3. Discuss choice of words as to:

(1) Correctness in diction and syntax.
(2) Skillful choice in diction.
(3) Suggestion in words.

10 *Credits each.*

4. Write *two* short paragraphs of *exposition; two of argument.*

10 *Credits.*

5. Illustrate *emphasis in writing* by *interrogation, exclamation, inversion, balance and antithesis, climax.*

10 *Credits.*

6-10. Make an outline and write an essay of from 250 to 500 words on one of the following topics:

(1) Will the Drainage of the Everglades be Profitable to the State?
(2) Party is the Madness of Many for the Gain of a Few.
(3) The Construction of the Isthmian Canal.

50 *Credits.*

GEOGRAPHY.

Used September 5, 1905.

(From Redway's Natural Geography.)

1. Describe the *three* principal River Systems of South America, naming the countries which each drains.

3 1-3 *Credits each.*

2. Define and explain *winds; trade* winds; *equatorial* calms; *cycloones; monsoons.*

2 *Credits each.*

3. (a) Name, describe and explain the *chief* currents of the Atlantic Ocean. (b) Explain the *effect* of ocean currents upon climate.

5 *Credits each.*

4. Name the Standard Time Belts of the United States and give the *meridian* on which each belt is based.

10 *Credits each.*

5. Name the "Six" Great Powers of Europe, giving a *brief* outline of the government of each.

10 *Credits.*

6. (a) By what countries is Switzerland surrounded? (b) Describe its *surface.* (c) Name the two *largest* lakes

in the Alpine plateau. (d) What *four* great rivers receive drainage from Switzerland? (e) To what *form* of government does Switzerland belong?

2 *Credits each.*

7. (a) How does the extent of the *whole empire* of Russia in latitude and longitude compare with that of Japan? (b) What *two* mountain systems are on the borders of European Russia? (c) What *ocean, seas* and *rivers?* (d) What *Countries?*

2½ *Credits each.*

8. Explain the forms of government of Russia and Japan.

5 *Credits each.*

9. (a) Of *what* is the Empire of Japan composed? (b) What *seas* separate these islands from the mainland? (c) Name the *largest* island. (d) Name *four* other large islands.

2½ *Credits each.*

10. Draw an *outline* map of Florida, indicating the *parallels* of *latitude* and *longitude,* and locating the *new county created by* the Legislature of 1905.

10 *Credits.*

UNITED STATES HISTORY.

Used September 5, 1905.

(From U. S., Field's; Florida, Green's or Fairbanks'.)

1. What is meant by (a) a *protective* tariff? (b) tariff for *revenue?* (c) *free* trade? (d) internal revenue? (e) civil service?

2 *Credits each.*

2. Tell from *whom* and *how the* United States obtained the territory embraced within each of these States or Territories: Louisiana, Ohio, Florida, California, Alaska, Porto Rico.

10 *Credits.*

3. Give a brief acount of an important event occuring in the administration of each of the last *five* presidents of the United States.

10 *Credits...*

4. What of the growth in *art, science, literature* and *education* in the past half century in the United States?

10 *Credits.*

5. Beginning with the administration of Washington, state in order the *most* important financial issues of the United States, and name the leading advocate and the leading opponent of each.

10 *Credits*...

6. Name the decisive battle in each of the following wars: French and Indian War, Revolutionary War, War with Tripoli, Mexican War, Civil War, Spanish-American War, Russo-Japanese War.

10 *Credits.*

7. Name (a) four great American inventors with the name of a great invention of each. (b) five great American statesmen with an important national issue with which each was associated.

5 *Credits each*

8. Mention *two* events of the present year, of historic significance. Why? (b) Discuss the late improvements made in the United States Navy.

5 *Credits each.*

9. (a) What was the *purpose,* and what was the *effect* of the "Republic of Florida?" (b) Name the governors of Florida from the Civil War to the preesent, giving *one* important event in each administration.

5 *Credits each.*

10. Give an acount of the *three* most important banks organized in Florida during the "thirties," and the relations of the Territory with them at that time and later.

10 *Credits.*

PHYSIOLOGY.

Used June 6, 1905.

(From Coleman's Elements of Physiology.)

1. 1 Discuss at length the growth of the *teeth* and *hair.*

10 *Credits.*

2. Describe the *brain.*

10 *Credits.*

3. Give a full description of the *ear.*

10 *Credits.*

4. Describe the *tongue.*

10 *Credits.*

5. Explain the composition and function of the *blood.*

10 *Credits.*

6. Give a description of the *eye.*

10 *Credits.*

7. Explain the structure of the lungs and their functions.

10 *Credits.*

8. Discuss the effects of alcohol and tobacco on the *heart,* the *muscles,* the *nerves* and the *brain.*

10 *Credits*

9. Describe the supporting *tissues* of the body.

10 *Credits.*

10. Trace the blood from the heart through the system and back, naming all the organs through which it passes; and tell how nourishment gets into the tissues.

10 *Credits.*

THEORY AND PRACTICE.

Used June 6, 1905.

(From McMurray's "The Method of the Recitation.")

1. Discuss *variety* versus *uniformity* in methods of instruction.

10 *Credits.*

2. Give an illustrative lesson showing the process of reaching a *general* truth.

10 *Credits.*

3. Distinguish between *individual* and *general notions.*

10 *Credits each.*

4. Why are *general notions* or concepts the *goal* of instruction?

10 *Credits.*

5-6. Discuss the several steps in proceeding from *individual* to *general notions,* and show the use of book definitions and how textbooks are useful.

20 *Credits.*

7. How should *general notions* be applied?

10 *Credits.*

8. State the five *points* of value in *type* studies.

10 *Credits.*

9. Give five laws underlying the process of teaching.
10 *Credits.*

10. Why should every teacher prepare *lesson plans?*
10 *Credits.*

FIRST GRADE CERTIFICATES.

Applicants for First Grade Certificates were examined upon the same questions as already given for Second and Third Grade Certificates on Orthography, Reading, Geography, United States History, Composition, Physiology, Theory and Practice of Teaching, and those that follow.

The successful applicant for First Grade Certificate must make a grade in no branch below 60 per cent., and an average grade of 80 per cent. on the preceding and the following branches; this certificate is valid for five years from the date of issue. Section 7, Chapter 5204.

Used September 5, 1905.

(From Milnes' Standard Arithmetic.)

1. Simplify

$$\left\{ 1\tfrac{3}{8}+\tfrac{5}{4} \text{ of } \frac{21}{11\frac{2}{3}} - \frac{\frac{5}{6}}{2\frac{1}{2}} \right\} \div 2\tfrac{77}{114}.$$

10 *Credits.*

2. Find the sum of three hundred and five hundredths, two thousand one hundred eight and four thousandths, three millionths, one hundred seventeen thousand seven hundred seven and forty-five millionths.
10 *Credits.*

3. When it is noon at Philadelphia it is 10 minutes past 5 o'clock p. m. at Paris. What is the longitude of Paris, the longitude of Philadelphia being 75 degrees 10 minutes?
10 *Credits.*

4. If 18 men can perform a piece of work in 12 days, how many men could perform another piece of work 4 times as great in one-third of the time?
10 *Credits.*

5. An agent sold a house at 2 per cent. commission. He invested the net proceeds of the sale in city lots, after deducting his commissions of 3 per cent. for buying them,

and found that his commission amounted to $350. For how much was the house sold?

10 *Credits.*

6. What will be the cost in Cincinnati of a draft for $1,600 on Topeka, payable 2 months after date, exchange being ¼ per cent. premium, and interest at 8 per cent.?

10 *Credits.*

7. What is the cost of painting a church steeple, the base of which is an octagon 6 feet on each side, and whose slant height is 80 feet, at 30 cents per square yard?

10 *Credits.*

8. A man bought a horse, a cow, and a sheep for a certain sum. The horse and the sheep cost five times as much as the cow, and the sheep and the cow cost two sevenths as much as the horse. What did each cost, if the cow cost $30?

10 *Credits.*

9. A bushel measure is in the form of a cylinder 18½ inches in diameter, and 8 inches deep. What will be the dimensions of a peck measure of similar shape?

10 *Credits...*

10. A person had a gift of $100 per year from his birth until he became 21 years old. These sums were deposited in a bank and drew simple interest at 6 per cent. How much was due him when he became of age?

....

10 *Credits.*

ENGLISH GRAMMAR.

Used September 5, 1905.

(From Metcalf's Grammar.)

1. Give the *two* plural forms of each of these nouns, and explain the meaning of each form: *die, sail, index, cloth, shot, genius, penny, fish, head, brother.*

1 *Credit each.*

2. Construct sentences, using these nouns in the *possessive* case *plural* number: *enemy, father-in-law, princess, beau, perch, ox, knight-templar, mouse, chairman, hero.*

1 *Credit each.*

3. (a) Illustrate *grammatical equivalents.* (b) Construct a sentence, using each of the *two* reciprocal pronouns.

5 *Credits each.*

4. Illustrate the four ways in which *noun* clauses may be introduced.

2½ *Credits each.*

5. Construct sentences showing *as* and *still* used as *five* different parts of speech each.

10 *Credits...*

6. Write the synopsis with *she* of the verb *seek* in all *voices, modes* and tenses.

10 *Credits...*

7. (a) Point out the *verbal* nouns in the following sentences, and show why they are properly so called:

(1) I wished to enter college.
(2) To see her is to love her.
(3) It is your duty to obey the rules.

(b) In the following sentences, indicate the verbal *nouns* and the verbal *adjectives* ending in *ing,* and give reasons for the classification:

(1) The great events then passing before him were unheeded.
(2) The clerk has finished counting the money.
(3) I was lulled by the murmuring of the waters.

5 *Credits each.*

8. (a) Each italicized *adverb* below is the equivalent of what phrase or phrases?

(1) We visited the field *on which* the great oaks stood.
(2) We visited the field *where* the oaks stood.
(3) Jason found his glove *in the place in which* he dropped it.
(4) Jason found his glove *where* he dropped it.

Why is only *one* phrase displaced by *where* in the second sentence?

Why *two* by *where* in the fourth? (b) Illustrate the *seven* uses of the infinitive phrase.

5 *Credits each.*

9. Analyze or diagram:

"The tree of *deepest* root is *found*
Least *willing still* to *quit* the ground;
'Twas therefore *said* by ancient sages
That love of life increased with years,
So *much that* in our *latter* stages,
When pains grow *sharp* and sickness rages,
The greatest love of life appears."

10 *Credits...*

10. Parse in full the italicized words in the above sentence. 10 *Credits*

ALGEBRA.

Used September 5, 1905.

(From White's School Algebra.)

1. (a) Multiply $\frac{1}{4}x^3+\frac{1}{4}x^2+\frac{1}{8}x+\frac{1}{8}$ by $2x^2-\frac{1}{2}x-\frac{1}{4}$.

   (b) Divide $1+y^6-2y^3$ by y^2+1-2y.

5 *Credits each...*

2. (a) Factor $4x^4-(a+b)^2$.

   (b) Factor $a^2-2ac-b^2-d^2-2bd+c^2$.

5 *Credits each...*

3. Find the least common multiple of $6x^2-13x+6$, $2x^2+5x-12$, and $6x^2-x-12$.

10 *Credits.*

4. Solve $x-1=2+\sqrt{\frac{2}{x}}$.

10 *Credits.*

5. Simplify $3a\sqrt{x^2-y^2} \times 5b\sqrt[3]{\frac{1}{x^2-y^2}}$.

10 *Credits.*

6. Solve

   (a) $12x^2-26x=-13$,

   (b) $bx^2-(a+ab)x=-a^2$.

5 *Credits each.*

7. An army corps consisting of 12,850 soldiers was formed into two squares, one of which had ten more men in a side than the other. How many men were in each square?

10 *Credits.*

8. A jeweler sold three rings. The price of the first with one-half that of the second and third was $25; the

price of the second with one-third that of the first, and third was $26; and the price of the third with one-half that of the first and second was $29. What was the price of each?

10 *Credits.*

9. Extract the square root of

(a) $4a-4a^{\frac{1}{2}}b^{\frac{1}{2}}+b$,

(b) $x^{\frac{5}{3}}-4x^{\frac{4}{3}}+2x+4x^{\frac{2}{3}}+x^{\frac{1}{3}}$.

5 *Credits each.*

10. The cost of sinking a well was $45, $1 being paid for sinking the first yard of depth, $1.50 for the second, $2 for the third, and so on. What was the depth of the well?

10 *Credits.*

PHYSICAL GEOGRAPHY.

Used June 6, 1905.

(From Tarr's New Physical Geography.)

1. Explain the rotation and revolution of the earth and give the effects of each.

10 *Credits.*

2. Give the different continent forms and their influence on man.

10 *Credits.*

3. Name the three forms of rock in the crust of the earth, and give their differences.

10 *Credits.*

4. Describe river floodplains and deltas, and state what conditions serve to retard and assist in the formation of the latter.

10 *Credits.*

5. Give the cause of earthquakes and name their characteristics.

10 *Credits.*

6. Discuss ocean currents with regard to origin and effects.

10 *Credits.*

7. (a) Give the construction of coral islands. (b) Distinguish between fringing reefs, barrier reefs and atolls.

5 *Credits each...*

8. (a) What is the composition of the air? (b) Explain the formation of a mirage, a rainbow and a halo.

5 *Credits each.*

9. (a) Explain sea and land breezes, and monsoon winds. (b) Explain the trade winds and give a reason for their directions.

5 *Credits each.*

10. Name the characteristic forms of *fauna* and *flora* life in the Arctic, Temperate and Torrid zones respectively. (b) Name the chief physical and mental characteristics of the four races of mankind.

5 *Credits each.*

CIVIL GOVERNMENT.

Used June 5, 1906.

(From Yocum's Civil Government of Florida and the United States.)

1. What are *some* of the rights which a citizen may claim from the Government? Explain and apply the *term Federal.*

5 *Credits each.*

2. Give a *brief* history of of the different Constitutions under which Florida has been governed.

10 *Credits.*

3. Give the *preamble* of the Constitution of the United States.

10 *Credits.*

4. Define *voter, citizen, indictment, verdict, appellate.*

2 *Credits each.*

5. How does *State* Government differ from *Territorial Government?*

10 *Credits.*

6. What *sole* power belongs to the Senate?

10 *Credits.*

7. Explain *direct* and *indirect* taxation.

10 *Credits.*

8. Name the different ways in which a foreigner may become a citizen.

10 *Credits.*

9. How are *special school tax districts* made? What are the *advantages* of such districts?

5 *Credits each.*

10. Whot constitute the *militia* of the State? What *officers* has a company? How many *regiments* are organiezd in the State? By what *courts* are members of the State troops punished for violation of the laws goveerning the militia?

10 *Credits.*

STATE CERTIFICATES.

Persons to be eligible for examination for State Certificates must have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State.

Before obtaining this certificate, one must make no grade below 60 per cent., and an average of 85 per cent. on the following ten branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Psychology, and General History. This certificate is valid for five years from date of issue. The following are some of the questions used in the examinations during the past two years. Section 10, Chapter 5204.

REGULATIONS.

1. A fee of one dollar, not returnable, and an endorsement of good character must be handed the examiner.
2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

GEOMETRY.

(From White's Elements of Geometry.)

1. Define *theorem, problem, corollary, postulate, scholium, trapezium, trapezoid, rhombus, diagonal, hypotenuse.*

2 *Credits each.*

2. Prove:

If two triangles have two sides of the one respectively equal to two sides of the other, but the included angles

unequal, the greater angle is subtended by a greater base.

20 *Credits*...

3. Prove:

The sum of the interior angles of a polygon is equal to as many straight angles as the figure has sides, less two.

20 *Credits*...

4. Prove:

In the same circle, or in equal circles, a greater chord is nearer the center; and conversely.

20 *Credits*...

5. Prove:

If two arcs of great circles intersect on the surface of a hemisphere, the sum of the two opposite triangles thus formed is equivalent to a lune whose angle is equal to that formed by the arcs.

20 *Credits*...

TRIGONOMETRY.

(From Wentworth's Plane Trigonometry.)

1. (a) Name and define the trigonometric functions
   (b) Derive these formulæ:

$$\tan x = \frac{\sin x}{\cos x},$$

$$\cos (x+y) = \cos x \cos y - \sin x \sin y,$$

$$\cot (x+y) = \frac{\cot x \cot y - 1}{\cot y + \cot x}.$$

10 *Credits each*...

2. From a window on a level with the bottom of a steeple the angle of elevation of the steeple is 40 degrees, and from a second window, 18 feet higher the angle of elevation is 37 degrees 30 minutes. Find the height of the steeple.

20 *Credits*.

3. A vertical tower stands on a declivity inclined 15 degrees to the horizon. A man ascends the declivity 80 feet from the base of the tower, and finds the angle then subtended by the tower to be 30 degrees. Find the height of the tower.

20 *Credits*.

4. A lighthouse 54 feet high is situated on a rock. The angle of elevation of the top of the lighthouse, as observed from a ship, is 4 degrees 52 minutes, and the angle of elevation of the top of the rocfl is 4 degrees 2 minutes. Find the height of the rock and its distance from the ship.

20 *Credits.*

5. From a balloon, which is directly above one town, is observed the angle of depression of another town, 10 degrees 14 minutes 9 seconds. The towns being 8 miles apart, find the height of the balloon.

20 *Credits.*

PHYSICS.

(From Avery's Elementary Physics.)

1. Define the following: *force, momentum, work, horse-power, watt.*

10 *Credits.*

2. What is maent by diffusion of gases? Explain diffusion of gases by the kinetic theory.

5 *Credits each.*

3. To which class of levers does the common balance belong? A body weighs 36 pounds in one pan of a false balance and 25 pounds in the other; find the true weight of the body.

5 *Credits each...*

4. A sailor climbs a mast at the rate of 3 feet a second. The ship is sailing at the rate of 12 feet a second. Over what space does he actually move during 20 seconds?

10 *Credits.*

5. Give the *laws* of falling bodies. A body was projected *vertically* upward with a velocity of 96.48 feet. How high did it rise?

5 *Credits each.*

6. The lever of a hydraulic press is 6 feet long, the piston rod being 1 foot from the fulcrum. The area of the tube is half a square inch; that of the cylinder is 100 square inches. Find the weight that may be raised by a force of 75 pounds.

10 *Credits.*

7. Describe a *barometer* and state its *use.*

10 *Credits.*

8. If a blow is struck with a hammer upon one end of a long iron pipe, a listener at the other end may hear two sounds instead of one. Explain.

10 *Credits.*

9. Express the temperature 68 degrees Fahrenheit in the Centigrade scale. Express the temperature 20 degrees Centigrade in the Fahrenheit scale.

5 *Credits each.*

10. Explain the action of the simple voltaic cell. Use drawing. 10 *Credits.*

ZOOLOGY.

(From Packard's Briefer Course Zoology.)

1. Write the names of the *eight* branches of the animal kingdom, and name an animal belonging to each.

10 *Credits...*

2. Give a *full* description of some *infusorian.*

10 *Credits.*

3. Classify *coral polyps* and tell *how* they grow.

10 *Credits.*

4. Compare *fishes* and *birds* with respect to (a) blood, (b) heart, (c) respiration, (d) covering, (e) reproduction.

2 *Credits each.*

5. Give a sketch of the structure of a grasshopper (locust) treating of (a) *primary* divisions of the body, (b) appendages for *locomotion,* (c) organs of special senses, (d) *digestion,* (e) respiration.

2 *Credits each.*

6. Give the *stages* in the life history of a butterfly.

10 *Credits.*

7. Give the *chief* points of distinction between *invertebrates* and *vertebrates.*

10 *Credits.*

8. (a) Discuss the *migrations* of *birds.* (b) How is *pearl* formed? 5 *Credits each.*

9. Draw and describe the external anatomy of a starfish. 10 *Credits.*

10. Trace the development of the *respiratory process* through the *eight branches* of animals. 10 *Credits.*

BOTANY.

(From Gray's Field, Forest and Garden Botany.)

1. Define the following kinds of buds: *lateral, scaly, accessory, adventitious, latent.*

2 *Credits each.*

2. Name and explain the *various* processes of *plant reproduction.*

10 *Credits.*

3. Define and illustrate by diagram: *inferior ovary, hypogynous stamens, axillary placentation, parietal placentation, anatropous ovule.*

2 *Credits each.*

4. Classify leaves as to *venation, shape* and *margin.* Illustrate each with a drawing.

10 *Credits.*

5. Name and describe the parts of a *perfect* flower.

10 *Credits.*

6. Give a full account of the *seed, germination, plant, flower* and *fruit* of the *peach.* . .

10 *Credits.*

7. What is the *food* of the plant? Explain how it is taken and assimilated.

10 *Credits.*

8. Tell in what part of the world each of the following originated, and to what natural order it belongs: *rice, maize, watermelon, turnips, cotton.*

2 *Credits each.*

9. What is the *office* of the pollen? Explain in full.

10 *Credits.*

10. Name *two* well known fruits belonging to each of the following classes, and explain the difference causing separate classification: *berry, pepo, pome, drupe, caryopsis.*

2 *Credits each.*

GENERAL HISTORY.

(From Myers' General History.)

1. Relate, in brief, the *origin, history* and *decline* of Feudalism.

10 *Credits.*

2. Discuss at length the career of Alexander the Great.

10 *Credits.*

3. Describe Xerxes' *preparations* to invade Greece, and the battles of Thermopylæ and Salamis.

10 *Credits.*

4. Give a brief account of Charlemagne, his *system* of government, the *extent* and *dissolution* of his empire.

10 *Credits.*

5. Narrate *briefly* the history of the Reformation under Martin Luther, and the Treaty of Nuremburg.

10 *Credits.*

6. (a) What were the Crusades? (b) Tell of their (1) *origin,* (2) *number,* (3) *aim,* (4) *effect* upon the world.

5 *Credits each.*

7. Give in *brief* the history of Russia since the Congress of Vienna, treating of the Holy Alliance, the Emancipation of the Serfs, the Exile System and Nihilism.

10 *Credits.*

8. Narrate the *cause* and *result* of the Franco-Prussian War.

10 *Credits.*

9. Discuss England since the Congress of Vienna under the *three* following heads: (a) Progress towards democracy, (b) Expansion of the principle of religious equality, (c) Growth of the British Empire in the East.

3 1-3 *Credits each.*

10. Of the French Revolution, tell (a) its *origin,* (b) its *nature,* (c) the names of leading characters, (d) how it terminated.

2 1-2 *Credits each.*

LITERATURE.

(From Trimble's Short Course in Literature.)

1. Give (a) an outline of the *Canterbury Tales* (b) a sketch of the author.

5 *Credits each.*

2. Give the noted events of the "Revival of Learning," with approximate dates. (b) Name the *principal* literary productions of the period with their authors.

5 *Credits each.*

3 (a) Write a *brief* sketch of Shakespeare's life. (b) Give the names of *ten* of his famous writings.

5 *Credits each.*

4. Name the *principal* productions of John Milton, and tell of his *influence* upon English Literature.

10 *Credits.*

5. Name the *three* principal prose writers and the famous poets of the Augustan Age, also the masterpieces of each.

10 *Credits.*

6. Give a *sketch* of Robert Burns, and *quotations* from *two* of his poems.

10 *Credits.*

7. (a) Upon what did Scott's fame rest? (b) Where was his residence? (c) What is his *masterpiece?* (d) Give a *brief* outline of one of his works.

2 1-2 *Credits each.*

8. Name *five* of the popular scientists of the Victorian Age. What *four* persons hold the highest rank among the poets of this age? Who was the *greatest* novelist of this age? Name his *masterpiece.*

10 *Credits.*

9. Give a sketch of the *most famous* writer of the Revolutionary Period, naming *five* of his works. Name *five* other *famous* men of this period.

10 *Credits.*

10. Give the triad of historians and a *brief* outline of the *principal* work of each.

10 *Credits.*

PSYCHOLOGY.

(From Halleck's Psychology and Psychic Culture.)

1. Describe the *nervous* system, and discuss the *localization* of brain functions.

10 *Credits.*

2. (a) Define *consciousness* and *attention.* (b) Classify the *functions* of the *mind* and name the *three* divisions of the *intellect.*

5 *Credits each.*

3. Define *perception* and discuss means for its cultivation.

10 *Credits.*

4. Name the primary and secondary laws of association.

10 *Credits.*

5. Discuss the *cultivation* of the memory.

10 *Credits.*

6. Discriminate between *mechanical* and *constructive* imagination, and discuss the *cultivation* of the imagination.

10 *Credits.*

7. (a) Name the *three* steps in a complete thought. (b) Explain *inductive* and *deductive* reasoning.

5 *Credits each.*

8. (a) Give the *three primary* laws of thought. (b) Discuss *thought* culture.

5 *Credits each.*

9. Classify and explain the *emotions.*

10 *Credits.*

10. (a) Discuss the *development* of the will. (b) Discuss *individuality* and the development of character.

5 *Credits each.*

RHETORIC.

(From Williams' Composition and Rhetoric.)

1. (a) Wherein does the study of *rhetoric* assist in the study of *literature?* (b) Give the requirements of a *good* sentence.

5 *Credits each.*

2. Define and illustrate each of six kinds of sentences according to *rhetorical classification.*

10 *Credits.*

3. Write *four* paragraphs illustrating the *principles* that should be observed in the construction of paragraphs.

10 *Credits.*

4. Define the *ten most* important figures of speech, and give an example of each.

10 *Credits.*

5. Define *diction* and give the rules for attaining *rhetorical purity.*

10 *Credits.*

6. Illustrate *four* ways of attaining *variety* of *expression.*

10 *Credits.*

7. Explain the *importance* of *style* and give the *eight* brief means of obtaining a *good* style.

10 *Credits.*

8. (a) What are the *proper* parts of an oration? (b) What are the *essential* qualifications of a *successful* orator?

5 *Credits* each.

9. Illustrate the *five* kinds of *prose* composition by writing a paragraph of each.

10 *Credits.*

10. (a) Differentiate between *poetry* and *prose.* (b) Quote from each of the *four* kinds of poetry or give the title of a poem in each class.

5 *Credits* each.

LATIN.

1-2. Translate into good English:

Caesar honoris Diviciaci atque Aeduorum causa sese eos in fidem recepturum et conservaturum dixit; quod erat civitas magna inter Belgas auctoritate atque hominum multitudine praestabat, sexcentos obsides poposcit. His traditis omnibusque armis ex oppido collatis ab eo loco in fines ambianorum pervenit, qui se suaque omnia sine mora dediderunt. Eorum fines Nervii attingebant; quorum de natura moribusque Caesar cum aquaereret, sic reperiebat: Nullum aditum esse ad eos mercatoribus; nihil pati vini reliquarumque rerum ad luxuriam pertinentium inferri, quod iis rebus relanguescere animos et remitti virtutem existimarent: esse homines feros magnaeque virtutis, increpitare atque incusare reliquos Belgas, qui se populo Romano dedidissent patriamque virtutem proiecissent; confirmare sese neque legatos missuros neque ullam condicionem pacis accepturos.

De Bello Gallico, Lib. II., Chap. 15.

20 *Credits.*

3. Parse all the *infinitives* in the above extract.

10 *Credits.*

4. Parse *all* the nouns found in the Dative and Ablative cases in the above exttract.

10 *Credits.*

5-7. Give an interlinear translation of the following extract:

Illiaci cineres et flamma extrema meorum,
testor in occasu vestro nec tela nec ullas
vitavisse vices Danaum et si Fata fuissent
ut caderem meruisse manu. Divellimur inde,
Iphitus et Pelias mecum, quorum Iphitus aevo
iam gravior, Pelias et vulnere tardus Ulixi;
protinus ad sedes Priami clamore vocati.
Hic vero ingentem pugnam, ceu cetera nusquam
bella forent, nulli tota morerentur in urbe,
sic Martem indomitum Danaosque ad tecta ruentis
cernimus obsessumque acta testudine limen.
Haerent parietibus scalae, postisque sub ipsos
nituntur gradibus clipeosque ad tela sinistris
protecti obiciunt, prensant fastigia dextris.
Dardanidae contra turris ac tota domorum
culmina convellunt (his se, quando ultima cernunt,
extrema iam in morte parant defendere telis)
auratasque trabes, veterum decora illa parentum,
devolvunt; alii strictis mucronibus imas
obsedere fores; has servant agmine denso.

Virgilii Aeneis Lib. II., 430-450.

30 *Credits.*

8-9. Parse in full the verbs and participles in the above extract.

20 *Credits.*

10. Translate into idiomatic Latin the following:

"Divico replied, that the Helvetii had been so trained by their ancestors, that they were accustomed to receive, not to give, hostages; of that fact the Roman people were witness."

10 *Credits.*

The law providing for State Certificates went into operation January 1, 1894, the requirements remaining practically the same under all amendments to the certification law.

The Bi-ennial Report ending June 30, 1904, shows that only 36 State Certificates had been issued up to that date. Realizing the importance of enforcing the regulation made by the State Board Jan. 18, 1904, "That State Aid will not be granted after July 1st, 1904, to any school unless every teacher therein holds a legal and unexpired cer-

tificate issued in Florida; that the Certificate of a Principal of a High School must be of such grade as to show that he, himself, is qualified to teach any subject in the High School course of study; the Principal of a Rural Graded School shall be required to hold at least a First Grade Certificate." I addressed the following circular letter to the County Boards of Public Instruction:

Tallahassee, Fla., Jan. 12, 1906.

To the County Boards of Public Instruction:

I desire to call your attention to the fact that after July 1, 1906, State aid will not be granted to any senior high school whose principal is not the holder of a State certificate.

Should any Conuty Board of Public Instruction refuse to comply with this regulation, such refusal on its part will cause all schools under its supervision, which have heretofore received $600 as a senior high school appropriation, to forfeit the same.

In order to accommodate, as far as possible, all persons who may desire to aply for a State Certificate, I have decided to hold examinations for this purpose, beginning on Tuesday, June 5, 1906, and continuing for four days, at the following places: Marianna, for the accommodation of middle and west Florida applicants; Jacksonville, for the accommodation of all applicants residing in East Florida; Dade City, for the accommodation of those who live in South Florida. These examinations will be held under the direct supervision of the State Department of Education.

The following is a list of the texts from which the questions will be taken:

Geometry, White's, American Book Company, Atlanta.

Trigonometry, Wentworth's (new), Ginn & Co., Atlanta; any logarithmic tables.

Botany, Gray's Field, Forest and Garden, with Apgar's Plant Analysis, American Book Company.

Zoology, Packard's Briefer Course, Henry Holt & Co., New York.

Physics, Avery's Elementary, Sheldon & Co., New York.

Rhetoric, Williams' Composition and Rhetoric, D. C. Heath & Co., Atlanta.

Literature (English), Trimble's Short Course, Eldridge & Bro., Philadelphia.

General History, Myer's, Ginn & Co.

Psychology and Psychic Culture, Halleck's, American Book Company.

Latin, Harkness' Grammar, American Book Company.

Caesar (two books), Lowe & Ewing's, Scott, Forsman & Co., Chicago.

Virgil (two books of Aeneid), any text.

Any applicant who may not be prepared to complete the whole examination at this time will be permitted to take an examination on any five of the ten subjects he may choose. The examination on the remaining five subjects may be taken at the close of the Teachers' Summer Training Schools, held at Tallahassee and Gainesville; the exact date of which will be announced later.

W. M. HOLLOWAY,
State Superintendent.

Since the issuance of the above circular, there has been a great awakening among the Principals of the High Schools of the State.

U pto date, Jan. 10, 1907, there have been issued 90 State Certificates.

The following are the addresses of those who have been successful in obtaining State Certificates.

STATE CERTIFICATE HOLDERS.

No. 1. W. F. Yocum, Lake City, Florida.
2. J. S. Tomlin, Deceased.
3. Tom F. McBeath, Gainesville, Florida.
4. W. S. Cawthon, DeFuniak Springs, Florida.
5. J. M. Gulliams, Bowling Green, Kentucky.
6. T. M. Rivers, ———, Florida.
7. I. I. Himes, Palatka, Florida.
8. L. C. Ray, ———, Florida.
9. Julia Humphries, ———, Florida.
10. Almena Leitner, Leesburg, Florida.
11. S. D. Cawthon, Alpine, Texas.
12. Frederick Pasco, Miami, Florida.
13. Josiah Varn, Bartow, Florida.

14. Mrs. Benella Davenport Watson, DeFuniak, Springs, Florida.
15. Mrs. Bessie B. Compton, Leesburg Florida.
16. Henry E. Bennett, DeFuniak Springs, Florida.
17. Joseph B. Lockey, Pensacola, Florida.
18. J. H. Fulks, Gainesville, Florida.
19. Erle E. Clippinger, Terre Haute, Indiana.
20. J. L. Boone, Leesburg, Florida.
21. Miriam Pasteur, Live Oak, Florida.
22. C. P. Walker, Milton, Florida.
23. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Florida.
24. Henry J. Rogers, DeFuniak Springs,, Florida.
25. M. J. Okerlund, Tampa, Florida.
26. H. Brodie, ———.
27. Claudia S. Miller, Live Oak, Florida.
28. Halcia E. Bower, Hermitage, Florida.
29. Annie H. Porter, Titusville, Florida.
30. George A. Stephens, Quinc y,Florida.
31. Posey Taylor, Monticello, Florida.
32. Mrs. Pauline P. Arnold, Orlando, Florida.
33. Caroline M. Brevard, Tallahassee, Florida.
34. Della Moore, DeFuniak Springs, Florida.
35. Hattie H. Carpenter, Miami, Florida.
36. Willis W. Hall, Miami, Florida.
37. Geo. W. Bonner, Hawthorn, Florida.
38. Homer E. Wakefield, Cocoa, Florida.
39. C. A. Keith, Pendergrass, Georgia.
40. T. B. Kirk, Lakeland, Florida.
41. E. C. Angell, Lakeland, Florida.
42. P. G. Shaver, Wauchula, Florida.
43. Robert M. Ray, Plant City, Florida.
44. R. B. Rutherford, St. Augustine, Florida.
45. W. E. Knibloe, Jacksonville, Florida.
46. J. H. Selden, Sanford, Florida.
47. N. J. Perkins, Sanford, Florida.
48. W. N. Henderson, Jennings, Florida.
49. J. G. Fertig, Milton, Florida.
50. Asa B. Clark, Tallahassee, Florida.
51. Geo. H. Boutelle, St. Andrews Bay, Florida.
52. Wm. B. Crawford, Greenwood, Florida.
53. Don Register, Perry, Florida.
54. J. H. Workman, Ocala, Florida.

55. A. B. Jarrell, Lake City, Florida.
56. W. L. Osterhoudt, Leesburg, Florida.
57. S. E. McIntosh, Hawthorn, Florida.
58. Mattie Van Fleet, Auburndale, Florida.
59. Elizabeth Blanchard, Eustis, Florida.
60. W. N. Sheats, Tallahassee, Florida.
61. Edith Baird, Gainesville, Florida.
62. Fannie Turner, Inverness, Florida.
63. R. M. Evans, Tampa, Florida.
64. M. P. Geiger, Greek Cove Sprinsg, lForida.
65. W. H. Russell, Inverness, Florida.
66. J. C. V. Worthy, Monticello, Florida.
67. Christine O. Gillis, DeFuniak Springs, Florida.
68. L. S Barber, Brooksville, Florida.
69. E. T. Allen, DeLand, Florida.
70. H. A. Ferrell, Fernandina, Florida.
71. J. A. Ormond, Marianna, Florida.
72. R. B. Huffaker, Bartow, Florida.
73. W. E. Bell, Gainesville, Florida.
74. Thos. D. Seals, Fort White, Florida.
75. S. G. Hull, Apopka, Florida.
76. Edward Conradi, St. Petersburg, Florida.
77. E. M. Hyde, St. Petersburg, Florida
78. E. T. Wetter, Bronson, Florida.
79. Sara D. Griffin, Anthony, Florida.
80. F. A. Hathaway, Orlando, Florida.
81. L. B. Edwards, Live Oak, Florida.
82. M. L. Neal, Winfield, Georgia.
83. J. G. Riley (colored), Tallahassee, Florida.
84. J. W. McClung, Tampa, Florida.
85. J. L. Wright, Daytona, Florida.
86. Eleanor Rawson, Jacksonville, Florida.
87. Mary B. Riherd, Dade City, Florida.
88. W. B. S. Crichlow, Palmetto, Florida.
89. Geo. M. Lynch, Gainesville, Florida.
90. J. W. Simmons, Orlando, Florida.

STATE LIFE CERTIFICATES.

The law provides that State Certificate holders, who have taught successfully in a high school or college for thirty months under a State Certificate, may be awarded State Life Certificates on proper endorsement of three

persons holding such certificates.—Section 11, Chapter 5204.

The following are the adddresses of persons who have obtained such certificates:

No. 1. Dr. W. F. Yocum, Lake City, Florida.
2. J. M. Gulliams, Bowling Green, Kentucky.
3. Tom. F. McBeath, Gainesville, Florida.
4. I. I. Himes, Palatka, Florida.
5. W. S. Cawthon, DeFuniak Springs, Florida.
6. S. D. Cawthon, Alpine, Texas.
7. Benella Davenport, DeFuniak Springs, Florida.
8. L. C. Ray, ———, Florida.
9. Almena Leitner, Leesburg, Florida.
10. Josiah Varn, Bartow, Florida.
11. Mrs. Bessie B. Compton, Leesburg, Florida.
12. J. H. Fulks, Gainesville, Florida.
13. J. L. Boone, Leesburg, Florida.
14. Miriam Pasteur, Live Oak, Florida.
15. Mrs. H. J. Rogers, *nee Rose*, DeFuniak Springs, Florida.
16. M. J. Okerland, Tampa, Florida.
17. C. P. Walker, Milton, Florida.
18. H. E. Bennett, DeFuniak Springs, Florida.
19. H. J. Rogers, DeFuniak Springs, Florida.
20. Claudia Miller, Orlando, Florida.
21. Pauline Pugh Arnold, Jacksonville, Florida.
22. Caroline Mays Brevard, Tallahassee, Florida.

FIRST GRADE LIFE CERTIFICATES.

It is provided in the second paragraph of Section 13, Chapter 5204, Session Laws of 1903, that any person who has taught school in this State for six years under First Grade (County) Certificates, the average grade of each certificate (as construed by the Attorney-General) being not less than 90 per cent., and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded without further examination with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following are the addresses of those who have been awarded this certificate:

FIRST GRADE LIFE CERTIFICATE HOLDERS.

No. 1. Olive Ray, Starke, Florida.
2. George F. Scott, Lawtey, Florida.
3. Mrs. L. A. Bennett, Crystal River, Florida.
4. Cora Eskridge, Inverness, Florida.
5. W. E. Knibloe, Jacksonville, Florida.
6. B. M. Lipscombe, Jacksonville, Florida.
7. M. T. Moore, Jacksonville, Florida.
8. Harry E. Graham, Pensacola, Florida.
9. Mrs. Frank Sampey, Tracy, Florida.
10. Pauline Reese, Pensacola, Florida.
11. Oliver B. Hall, Concord, Florida.
12. Robert M. Ray, Plant City, Florida.
13. Mamie Gramling, Tampa, Florida.
14. C. F. Mallory, Knights, Florida.
15. Mrs. Addine Gregory, Sanford, Florida.
16. Mrs. F. N. Clayton, Tampa, Florida.
17. S. B. Fletcher, Downing, Florida.
18. John W. Wideman, Tallahassee, Florida.
19. P. Wilson Green, Bellview, Florida.
20. F. A. Hathaway, Orlando, Florida.
21. Carrie M. Green, Palatka, Florida.
22. Claudia S. Miller, Live Oak, Florida.
23. John S. Garrason, Winter Haven, Florida.
24. J. W. McClung, Tampa, Florida.
25. W. H. Vaughan, Holmes, Florida.
26. William T. Kennedy, Umatilla, Florida.
27. Maud Moore, Lisbon, Florida.
28. Mrs. Emma Bayley, Bartow, Florida.
29. Thomas B. Kirk, Lakeland, Florida.
30. Norma Pepper, Punta Gordo, Florida.
31. E. L. Richardson, Avon Park, Florida.
32. W. A. H. Hobbs, Cocoanut Grove Florida.
33. J. C. Brown, Westville, Florida.
34. Winifred E. Cobb, Tallahassee, Florida.
35. Ada F. Merritt, Buena Vista, Florida.
36. Henry Rickards, Oaklawn, Florida.
37. W. C. Baugh, Riverview, Florida.
38. Mrs. Ella LaF. Hamilton, Starke, Florida.
39. H. L. Swatts, Lakeland, Florida.
40. Mrs. Susan C. Stuart, Bradentown, Florida.
41. B. C. Graham, Tampa, Florida.

42. Mary S. Johnston, Tampa, Florida.
43. Evelyn M. Hamblen, St. Augustine, Florida.
44. Sr. M. Elizabeth, St. Augustine, Florida.
45. W. J. Maloy, Madison, Florida.
46. Clem Hampton, Tallahassee, Florida.
47. Mary Scott, Marianna, Florida.
48. J. H. Wooldridge, Sneads, Florida.
49. Eleanor M. Rawson, Jacksonville, Florida.
50. Beulah M. Warner, Jacksonville, Florida.
51. Mrs. R. B. Rutherford, Jacksonville, Florida.
52. R. B. Rutherford, St. Augustine, Florida.
53. Frank Elzey, Jacksonville, Florida.
54. O. M. Given, Bartow, Florida.
55. W. T.Gary, Ocala, Florida.
56. P. G. Woodruff, Westville, Florida.
57. A. Hercules, Monticello, Florida.
58. E. I. Mathews, Tallahassee, Florida.
59. Arthur Williams, Tallahassee, Florida.
60. L. D. Hathaway, Caryville, Florida.
61. Percy Geiger, Green Cove Springs, Florida.
62. J. E. Peper, Leesburg, Florida.
63. May Tomlinson, Lakeland, Florida.
64. Mrs. Maude Barron, Miami, Florida.
65. B. C. Nichols, Parrish, Florida.
66. Apenae Blow, Marianna, Florida.
67. Rowena Longmire, Tallahassee, Florida.
68. Mrs. Margaret G. Wilder, St. Petersburg, Florida.
69. Essie May Williams, Jacksonvlile, Florida.
70. Mattie P. Chapman, Plymoth, Florida.
71. Bertha Hodge, Live Oak, Florida.
72. Carlie A. Powers, Jacksonville, Florida.
73. Katherine Wicker, Tampa, Florida.

LIFE EXTENSION OF FIRST GRADE CERTIFICATES.

The first paragraph of Section 13, Chapter 5204, Session Laws of 1903, provides that the holder of an unexpired First Grade (County) Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued (in this State) since January 1, A. D. 1894, and of being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further examination as the County Superintendent may deem

necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following are the addresses of teachers having obtained this Life Extension of their First Grade Certificates:

No. 1. James M. Tate, Roberts, Florida.
2. Nellie T. Myrick, Jacksonville, Florida.
3. Annis B. King, Jacksonville, Florida.
4. Lovie Turner, Key West, Florida.
5. Mrs. Anna P. McElvaine (col.), Gainesville, Fla.
6. L. F. Johnson (col.), Orlando, Florida.
7. Mrs. W. G. Johnson, Orlando, Florida.
8. George W. Houston, (Col.), Live Oak, Florida.
9. Mrs. Ella W. Richardson, Jacksonville, Florida.
10. M. E. McIver, Jacksonville, Florida.
11. Mary M. McLaurin, Jacksonille, Florida.
12. J. G. Riley (col.), Tallahassee, Florida.
13. Mrs. A. D. Tatum, Monticello, Florida.
14. E. Emma Dart, Apopka, Florida.
15. Mary E. Dart, Apopka, Florida.
16. H. W. Demilly, Tallahassee, Florida.
17. O. J. Moore, Lisbon, Florida.
18. Mrs. M. A. Crane, Tampa, Florida.

PRIMARY LIFE CERTIFICATES.

It was provided in Section 9, Chapter 4192, Session Laws of 1893, that the State Superintendent might issue Life Certificates to eminently successful Kindergarten or Primary teachers, who had taught three years in this State. This provision was repealed by Section 6, Chapter 4331, Session Laws of 1895, but the Certificates already issued were not invalidated.

The following are the addresses of persons holding this certificate.

No. 1. Mrs. Allie A. Washington, Jacksonville, Florida.
2. Mary H. Hater, Jacksoonville, Florida.
3. Mrs. Mary F. Shepard, Jacksonville, Florida.

4. Mrs. Ida F. Hamm, Jacksonville, Florida.
5. Mrs. Lucy A. Jeffries, Jacksonville, Florida.
6. Mrs. Ella Bogart, Jacksonville, Florida.
7. Lou P. Briggs, Jacksonville, Florida.
8. Beulah Budwig, Jacksonville, Florida.
9. Ella Ford, Palatka, Florida.
10. Henrietta Chaires, Tallahassee, Florida.
11. Mrs. E. J. Wilson, Pensacola, Florida.
12. Fannie Henderson, Pensacola, Florida.
13. Nannie Wentworth, Pensacola, Florida.
14. Mrs. Helen T. Mitchell, Pensacola, Florida.
15. Mrs. A. W. McReynolds, Pensacola, Florida.
16. Fannie Clark, Ocala, Florida.
17. Miss Hattie G. Spiro, Ocala, Florida.
18. A. C. Russell, Altoona, Florida.
19. Mrs. M. A. Trafton, Eustis, Florida.
20. Mrs. Ida Roberts, Milton, Florida.
21. Myrtle McCreery, Jasper, Florida.

AGED TEACHERS' CERTIFICATES.

It was provided in Chapter 4995, Session Laws of 1901, that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach only in Primary and Intermediate grades in any school where the majority of the patrons might select such teacher.

The Legislature of 1903, in the first Section of Chapter 5204, repealed the provisions for this certificate, but the certificates already issued were not invalidated.

The following are the addresses of those to whom this certificate was issued:

No. 1. Mary E. Bailey, Gainesville, Florida.
2. C. C. Singleton (col.), Blountstown, Florida.
3. H. Richardson (col.), Lake City, Florida.
4. Mrs. Ella W. Richardson, Jacksonville, Florida.
5. Mrs. Tallulah B. Wilson, Jacksonville, Florida.

6. Annis B. King, Jacksonville, Florida.
7. Agnes M. Edwards (col.), Jacksonville, Florida.
8. Geo. W. Houston (col.), Jacksonville, Florida.
9. I. E. Allen, Brent, Florida.
10. John A. Gibson (col.), Pensacola, Florida.
11. A. M. DeVaughn (col.), Pensacola, Florida.
12. Henrietta E. McIver, Tampa, Florida.
13. D. C. Curry (col.), Quincy, Florida.
14. T. J. McDade, Holmes, Florida.
15. Clem Hampton, Gainesville, Florida.
16. T. J. Key, Westville, Florida.
17. C. C. Gunn, Marianna, Florida.
18. Mrs. M. J. Bevis, Kella, Florida.
19. J. A. Jackson (col.), Marianna, Florida.
20. D. G. Gilbert (col.) Cottondale, Florida.
21. C. L. Pinkard (col.) Cottondale, Florida.
22. Mrs. V. P. Williams, Leesburg, Florida.
23. J. H. Wester (col.), Tallahassee, Florida.
24. G. W. McGriff (col.), Bradfordville, Florida.
25. Mrs. R. A. McGriff (col.).
26. Mrs. H. T. Robinson (col.), Tallahassee, Florida.
27. J. Wesley Davis (col.), Tallahassee, Florida.
28. J. G. Riley (col.), Tallahassee, Florida.
29. H. E. Partridge, Monticello, Florida.
30. Kate P. Bellinger, Waukeenah, Florida.
31. Lovie Turner, Key West, Florida.
32. Mrs. Charlotte Gould, Key West, Florida.
34. Mary Dunn, Key West, Florida.
35. Mildred Shavers (col.), Key West, Florida.
36. Julia English (col.), Key West, Florida.
37. Laura Grillon, Key West, Florida.
38. Ella Hayman, Key West, Florida.
39. Carrie Messina, Key West, Florida.
40. Sarah Ann McInnis, Key West, Florida.
41. F. E. Cooper, Dade City, Florida.
42. W. H. Blackburn, Bowling Green, Florida.
43. W. L. McInnis, O'Brien, Florida.
44. L. L. Charles. Caryville, Florida.

PRIMARY CERTIFICATES.

Section 8 of Chapter 5204, Session Laws of 1895, authorized the State Superintendent to hold examinations and to issue certificates to applicants furnishing satisfac-

tory proof of peculiar fitness for primary teaching and making a grade of 80 per cent. in examination on primary methods and studies. Primary Certificates are good for four years, are limited to teaching in the first, second and third grades of primary departments of regularly graded schools and public kindergartens, and may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully four years under such certificate. (See last clause of Section 13, Chapter 5204.)

Sample questions used in the examinations for Primary Certificates:

NOTICE TO EXAMINEES.

1. Use pen and ink, and legal cap paper; number of letter answers to correspond with questions; fasten together all papers on the same examination sheet before filing with the Examiner.
2. A fee of $1, not refundable for any cause, and required testimonials must be filed with the Examiner at the opening.
3. Examinees must abstain from talking during the progress of the examination.

ACADEMIC OR PRIMARY STUDIES.

ARITHMETIC.

1. Eight men cut 97½ cords of wood in 4 days, for which they received $48.50. What was the average daily pay of each man?

20 *Credits.*

2. Find the sum of two and five ten-thousandths, forty-three thousandths, sixty-three and four hundred fifteen hundred-thousandths, and five hundred thirteen ten-thousandths.

20 *Credits.*

3. Simplify: $\frac{\frac{2}{5}}{\frac{1}{2}\text{ of }\frac{1}{3}} \div \frac{\frac{3}{4}\text{ of }\frac{8}{10}}{4\frac{1}{5}}$

20 *Credits.*

4. How many medals, each weighing 5 oz. 13 pwt. 21 gr., can be made from a bar of gold, which weighs 88lbs. 8 ozs. 14 pwt. 15 gr.?

20 *Credits.*

5. A merchant sold a quantity of sugar for $1,180, and thereby gained ¼ of the cost. If he had sold it for $1,000, would he have gained or lost, and how much?

20 *Credits.*

ENGLISH GRAMMAR.

1. Construct sentences using these nouns in the *possessive* case *plural* number: *mother-in-law, chairman, beau, ox, knight-templar.*

4 *Credits each.*

2. Classify *verbs* with respect to *meaning* and *form.* Give *two* examples of each.

20 *Credits.*

3. Give sentences illustrating the *seven uses* of the *infinite phrase.*

20 *Credits.*

4. Analyze or diagram:

"The vessel *that was launched today shot broadside* into the water *like* an *arrow from a well-strung* bow."

20 *Credits.*

5. Parse in *full* all the words italicized in the above sentence.

20 *Credits.*

COMPOSITION.

1. State *three* methods by which a knowledge of English words can be gained.

20 *Credits.*

2. Write *two* short paragraphs of *description; two* of *narration.*

20 *Credits.*

3. Name the *seven parts* of a complete letter, then write a *brief* letter illustrating the arrangement of these parts and the proper form in which a letter should be written.

20 *Credits.*

4. Define *five* figures of speech, and give an example of each.

20 *Credits.*

5. Write a composition of not less than 150 words on one of the following subjects:

(1) Will the Drainage of the Everglades Be Profitable to the State?

(2) Writers Are More Useful Than Inventors.

20 *Credits.*

GEOGRAPHY.

1. Define *plateau, equator, geyser, river basin, peninsula,* and *explain* the formation of *deltas, cataracts, peat, coal, petroleum.*

20 *Credits.*

2. Compare the Pacific with the Atlantic slope of North America as to *physical features.*

20 *Credits.*

3. Describe the *drainage* of North America.

20 *Credits.*

4. What and where are the following: *Apalachee, Mitchell, Blanco, Sitka, Athabaska, Sardinia, Seine, Guardafui, Sudan, Hobart?*

20 *Credits.*

5. Name the *political* divisions of Europe and tell how each is governed.

20 *Credits.*

UNITED STATES HISTORY.

1. On what *grounds* was the American Revolution justifiable?

20 *Credits.*

2. Discuss the *annexation* of the Hawaiian Islands.

20 *Credits.*

3. Give an account of the *laying* of the *first* Atlantic Cable.

20 *Credits.*

4. What were the causes of the American intervention in behalf of Cuba against Spain in 1898?

20 *Credits.*

5. When and under what *circumstances* did the United States acquire Florida? Mention any *previous* changes in jurisdiction over this territory.

20 *Credits.*

PRIMARY METHODS AND PRINCIPLES.

(Written.)

1. What *good* reason exists for studying the *theory* of education?

10 *Credits.*

2. Discriminate between *instruction, training* and *inspiration,* as factors in education.

10 *Credits.*

3. What are the *permanent* objects of the school?

10 *Credits.*

4. In general what does a primary teacher need to know to be *successful* in her work?

10 *Credits.*

5. Show the *importance* of the *recitation* in the economizing of *time.*

10 *Credits.*

6. Illustrate the *four fundamental* processes of Arithmetic.

10 *Credits.*

7. Discuss the *methods* of assigning the lesson to primary grades.

10 *Credits.*

8. Why should *every* teacher prepare *lesson plans, especially* the primary teacher?

10 *Credits.*

9. Show the *importance* of method in teaching in the primary grades.

10 *Credits.*

10. Wherein do educating for *citizenship* and educating for *manhood* and *womanhood* differ?

10 *Credits.*

PRIMARY METHODS AND PRINCIPLES.

(Oral.)

1. Show how a *reading* lesson should be conducted.

20 *Credits.*

2. Give a lesson in *numbers.*

20 *Credits.*

3. Give an outline for the study of: the *orange,* the *radish*—suitable for the *second* grade.

20 *Credits.*

4. Give an outline for the study of: the *caterpillar,* the *house fly*—suitable for the *third* grade.

20 *Credits.*

5. Illustrate the *advantages* of a primary teacher's knowledge of "busy work."

20 *Credits.*

The following are the addresses of those to whom this certificate has been issued :

No. 1. Sophia Merry, Micanopy, Florida.
2. Elizabeth McLeary, Jacksonville, Florida.
3. Mrs. Effie R. Sensabaugh, Bartow, Florida.
4. Mrs. Annie Hooker, Bartow, Florida.
5. Carlie Powers, Jacksonville, Florida.
6. Maud Schwalmeyer, Bartow, Florida.
7. Moselle Cook, Jacksonville, Florida.
8. Mrs. L. M. Fleming, Jacksonville, Florida.
9. Lula W. McKinlay, Jacksonville, Florida.
10. Nellie C. Stevens, Ocala, Florida.
11. Mrs. R. W. Erwin, Lakeland, Florida.
12. Adaline Austin, DeLand, Florida.
13. Ella M. Mendenhall, Eustis, Florida.
14. Stella M. Peter, Leesburg, Florida.
15. Corrie McClinton, Fort White, Florida.
16. Ruth A. Candlish, Jacksonville, Florida.
17. Mrs. Adelaide J. Garrett, Palatka, Florida.
18. Margaret C. Fairlie, Jacksonville, Florida.
19. Grace A. Pinnell, Bronson, Florida.
20. Margaret W. Cotton, Tallahassee, Florida.
21. Jessie Cail, Island Grove, Florida.
22. Eunice McCullough, Miami, Florida.
23. Stella B. Mims, Bonaventure, Florida.
24. Florence C. Balis, Gainesville, Florida.
25. Katherine LaFontisee, Gainesville, Florida.
26. Louise LaFontisee, Gainesville, Florida.
27. Mabel Sanchez, Gainesville, Florida.
28. Fannie Mizelle, Melrose, Florida.
29. Nita R. Lovelace, Starke, Florida.
30. Rowena Longmire, Bartow, Florida.
31. Jessie Morrell, St. Petersburg, Florida.
32. Caroline W. Hentz, Marianna, Florida.
33. Mary McKinnon, DeFuniak Springs, Florida.
34. Katherine U. Falana, Middleburg, Florida.
35. E. Eddie Rawls, Greenwood, Florida.
36. Callie Robinson, Palmetto, Florida.

37. Adele Williamson, Laurel Hill, Florida.
38. Sarah McLeod, DeFuniak Springs, Florida.
39. Sue F. May, Asheville, Florida.
40. Eddie Love Morress, Ebb, Florida.
41 Amy Lee Harris, Monticello, Florida.
42. Mrs. B. H. Hopkins, Jacksonville, Florida.
43. Lena Gould, Jacksonville, Florida.
44. Phronia Jackson, Rockbluff, Florida.
45. Cora C. Griffin, Ocala, Florida.
46. Daisy Brooke, Starke, Florida.
47. Claudia Ambrose, Waldo, Florida.
48. Mrs. C. A. Smyth, Jacksonville, Florida.
49. Lizzie Britt, Mariana, Florida.
50. Mrs. M. H. Smith, Live Oak, Florida.
51. Ida Dickey, Lake City, Florida.
52. Julia I. Kennedy, Gainesville, Florida.
53. Eddie Geiger, Green Cove Springs, Florida.
54. Bar D. Garrett, Monticello, Florida.
55. Connie Buttrick, Tallahassee, Florida.
56. Elsie Dickenson, Tampa, Florida.
57. Mrs. Neta Fleagle, Tampa, Florida.
58. Lizzie Lenfesty, Tampa, Florida.
59. Jennie Stowell, Tampa, Florida.
60. Faith H. Stowell, Tampa, Florida.
61. M. E. Crilley, Tampa, Florida.
62. Mrs. Emily Keagy, St. Petersburg, Florida.
63. Louise F. Morton, Tampa, Florida.
64. Fannie Cumming, Tampa, Florida.
65. Frs. Ella LaF. Hamilton, Gainesville, Florida.
66. Grace T. Goold, West Palm Beach, Florida.
67. Mrs. Ada M. Ground, Jacksonville, Florida.
68. Frances C. Barnard, West Palm Beach, Florida.

SPECIAL CERTIFICATES.

It was provided in Section 9, Chapter 5204, Session Laws of 1903, that a special certificate may be issued by the State Superintendent to any eligible applicant who shall furnish satisfactory testimonials as to peculiar fitness for teaching any one or more branches not included in the requirements for second grade certificates, and shall make a grade of not less than 90 per cent. on such branch or branches in such examination as shall be prescribed by the State Superintendent with such assistants as he may select. A special certificate shall be valid

for five years from the date of issue, and only for teaching the special branch or branches for which it shall have been issued. Applicants for special certificates are required to pass the identical examinations required of applicants for State certificates when the subjects are the same.

The following are samples of examination questions to date on such subjects as are not embraced in examinations for State certificates.

DRAWING.

1. Discuss the *educational* value of drawing.

10 *Credits.*

2. Define *free-hand* drawing and give illustration.

10 *Credits.*

3. Define *mechanical* drawing and give illustration.

10 *Credits.*

4. (a) Give *plan* of lesson in drawing. (b) Discuss *preparation* of lesson by teacher.

5 *Credits each.*

5. Mention *two* principles that should be observed in the grouping of objects. Illustrate with three objects.

10 *Credits.*

6. Make a light and shade drawing of a group of two or more objects, one of which shall be rectilinear, another curvilinear.

10 *Credits.*

7. Draw free-hand, in perspective, a door with casing, the door being partially open and swinging out of the room in which you are sitting.

10 *Credits.*

8. Define the following terms as applied to color: *Standard, hue, tint, broken, cold.*

2 *Credits each.*

9. (a) Define harmony of color. (b) Give an example in nature to illustrate complementary harmony.

5 *Credits each.*

10. Draw from memory the face of some prominent educator.

10 *Credits.*

MUSIC.

1. What is *music?* What is the *purpose* of teaching it in the public schools?

10 *Credits.*

2. Practically considered, *vocal* music is divided into *four* parts. Name them and explain each.

10 *Credits.*

3. Explain the difference between *time* and *pitch in* music.

10 *Credits.*

4. Explain the meaning of the term *scale* as applied to music and what is meant by the *degree* of the scale.

10 *Credits.*

5. Define the term *staff* as applied to music; also the term *clef,* and name and represent the *different* kinds of clefs.

10 *Credits.*

6. Explain the meaning of *melodies, rythmics, dynamics,* as applied to music, and distinguish between the musical *scale* and the musical *staff.*

10 *Credits.*

7. Explain the meaning of *steps* and *half steps* as applied in music, and state where *half steps* are found.

10 *Credits.*

8. Draw a musical staff, use the *treble* clef on it, and write the musical scale upon it, using both *letters* and *syllables,* the key being C.

10 *Credits.*

9. Illustrate the *transposition* of a *musical scale.*

10 *Credits.*

10. Write a *major* scale, a *minor* scale and a *chromatic* scale.

10 *Credits.*

DOMESTIC SCIENCE.

(From Wilson's Handbook of Domestic Science and Household Arts.)

1. Describe *at length* a model kitchen and its equipment for *both* the school and the home.

10 *Credits.*

2. Discuss *starchy* foods, and tell *how* to cook them.

10 *Credits.*

3. Discuss *tea, coffee* and *cocoa* as to: Food value, physiological effects, preparation for the table.

10 *Credits.*

4. Give a list of *foods* for summer diet; also a list for winter diet.

5. (a) In which foods are proteids especially abundant? (b) Tell how eggs should be cooked.

5 *Credits each.*

6. (a) Give the *nutritive* value of fish. (b) What is said of the digestibility of fish and also of the *dangers* from eating this food?

5 *Credits each.*

7. Discuss *bread* as to: Its history, its kinds in use, its value as a food, digestibility, comparative value of different kinds.

10 *Credits.*

8. Make an outline for the study of *baking powder.*

10 *Credits.*

9. Write a *full* discussion of the bedroom.

10 *Credits.*

10. Explain *how* a house should be cleaned.

10 *Credits.*

MANUAL TRAINING.

(From Ham's Mind and Hand).

1. Discuss the *power* of tools and their *educational* value.

10 *Credits.*

2. Explain the *educational* value of drawing as applied in manual training.

10 *Credits.*

3. (a) Tell of the *revolution* wrought in manual training by the invention of Maudslay's Slide-rest. (b) Illustrate wood-turning with *five* drawings.

5 *Credits each.*

4. (a) Explain how *slavery* has degraded labor and how *manual training* is to dignify it. (b) Show how *"Useful* Arts" are *finer* than the "Fine Arts."

5 *Credits each.*

5. (a) Discuss the *interdependence* of the *arts.* (b) Explain the *benefits* of the *alternation* of *manual* and *mental* exercises.

5 *Credits each.*

6. As *intelligence* is the *basis* of character, show that the *more* practical the intelligence the higher will be the development.

10 *Credits.*

7. (a) Explain how *manual training* tends to *correct vicious* mental impulses. (b) Show how the *objective* must take the place of the *subjective* in education.

5 *Credits each.*

8. The hand is the mind's "Moral Rudder," show that it is nearer the *brain* than is the *eye* or the *ear.*

10 *Credits.*

9. Discuss the *importance* of the education of *women.*

10 *Credits.*

10. Show that the *employment* of the *hands* in the arts is *more* highly educative than the *acquisition* of the rules of reading and arithmetic.

10 *Credits.*

FRENCH.

1. (a) How many *parts* of *speech* are there in French? (b) Give an example of each.

5 *Credits each.*

2. Classify verbs as to *form* and *meaning,* and give an example of each.

10 *Credits.*

3. Give the personal pronouns used as *subjects.*

10 *Credits*

4. Conjugate the verb *etre.*

10 *Credits.*

5. Give a synopsis of *demander* in the third person, singular number, *active* voice.

10 *Credits.*

6. Give a synopsis of *trahir* in the first person, plural number, *passive* voice.

10 *Credits.*

7. Write a dialogue of not less than ten questions and answers in French.

1 *Credit each.*

8. Make application in French to a City Superintendent for a position to teach French.

10 *Credits.*

9. Translate into French: I have been so busily engaged lately, that it has been impossible for me to answer your kind letter before now.

10 *Credits.*

10. Translate into English:

Sur cette page blanche on mes vers vont eclore,
Qu'un regard quelquefois ramene votre coeur!
De votre vie aussi la page est blanche encore:
Que ne puis-je y graver un seue mot: le bonheur!

10 *Credits.*

SPANISH.

1.-2. Give the interlinear translation of the following:

Una columna fija su raya de blancura en el embiente y acaba floreciendose en hojas recamadas; otra da en medio del arco de una sala y divide en dos el paisaje; otra se corona de un fino calado.cuya descripcion hubiera hecho deseesperar al mismo Gautier, que no conocia lo indescifrable; otra sostiene ele encaje de un muro que llena sus claros de bandas de cielo; todas corren a los lados de la fuente rivalizando en gracia y gentileza, y en los extremos, se agrupan bajo un reducido templete, tan ligero y caprichoso, como si volvieramos para abajo un caliz de plata y le pusieramos columnas de hebras de seda por sosten.

20 *Credits.*

3.-5. Translate the following into good idiomatic Spanish:

LIBERALS DISSATISFIED.

Don't Like Governor Magoon's Failure to Give Them Offices.

Havana, Nov. 8.—The growing sentiment of dissatisfaction among the Liberals, in consequence of non-success of their efforts to induce Governor Magoon to dismiss Moderates from public posts in the insular administration and replace them with Liberals, crystalized tonight at a secret meeting of the Liberal committee on appointments.

It was decided to express to the Governor the party's dissatisfaction with recent appointments, and make a strong appeal for the recognition of Liberal aspirants to various important posts.

30 *Credits.*

6. (a) Conjugate in *full*, active and passive voices, the verb *pedir*. (b) Write the five vowels, and under them their English equivalents.

5 *Credits each.*

7. (a) Give the conjugation of the verb *ser, to be* and of *estar,* to be. (b) Illustrate in sentences the *distinct* uses of these two verbs.

5 *Credits each.*

8. Make a list of the relative pronouns.

10 *Credits.*

9. Compare *pobre, feliz, hambriento, razonable, rigido.*

2 *Credits each.*

10. Write a dialogue in Spanish, consisting of ten brief questions and ten answers.

10 *Credits.*

GERMAN.

1. Translate into English:

(a) Als Gustav Wasa nach dem Dorfe Mora kam, war es Weihnachten, und die Einwohner waren versammelt. Er sprach zu ihnen, under erzahlte von den Grausamkeiten der Danen. "Bald," sagte er, "wurden sie auch zu ihnen kommen und sie aus ihren Hausern treiben, wenn sie nicht zu den waffen griffen; er wolle sie fuhren." Viele Bauren wollten ihm gleich folgen, abe andere sagten, sie wollten erst sehen, was ihre Nachbarn thaten. Hierauf kamen hundert danische Soldaten, um Gustav gefangen zu nehmen. Aber die Bauern wollten dies nicht erlanben; sie lauteten schnell die Sturmclocke, und bald waren mehrere tausand bewaffnete Bauern beisammen, die das Haussturmten, wo die Danen waren, etc.

(b) Es reden und traumeen die Menschen viel
Von bessern kunftigen Tagen;
Nach einem glucklichen, goldenen Ziel
Sieht man sie rennen und jagen.
Die Welt wird alt und wird wiederjung,
Doch der Mensch hofft immer Verbesserung.

5 *Credits each.*

2. Give the nominative and genitive singular, with the definite article, of the following plurals: Thaler, Turme, Nelken, Lowen, Blatter, Nachbarn, Professoren, Studenten, Kinder, Hauser.

10 *Credits.*

3. Decline in both numbers: Der schnelle Bote; die schone Stadt; das freie Land.

10 *Credits.*

4. Decline in both numbers: Mein Hut, meine Uhr, mein Buch.

10 *Credits.*

5. Conjugate the verb warten in the present, imperfect, and simple future of the indicative, and in the imperative. Conjugate konnen in the present and imperfect indicative; give its past participle.

10 *Credits.*

6. What cases are governed by the following prepositions: Fur, vor, zu, durch, wegen, in, seit, auf, nach, anstatt, and point out those that govern two cases.

10 *Credits.*

7. Translate: He says that he is a rich man. I know that he is a rich man. He would be glad if he were a rich man. When did you go out? We went out when our brother arrived, but we came back very soon. I remained four weeks in Germany. When the weather was very fine, we traveled on foot.

10 *Credits.*

8. Translate into German: Wolsey would have been glad to get more out of the way, and he asked the King to send him as ambassador to Spain. When Henry told More of this, he answered that he was ready to obey, but he knew that the climate of Spain would not be good for him, and that he would not live long in that country. Henry, who did not want to lose More, told him that he would find other work for him, etc.

10 *Credits.*

9. Write a short essay in German on one of your favorite German poets.

10 *Credits.*

10. (a) What did Luther do for the advancement of the German language? (b) Who wrote "Hermann und Dorothea," "Die Glocke," "Wilhelm Tell," "Die Kapelle," "Nathan der Weise?"

5 *Credits each.*

The following are the addresses of persons who have obtained such certificates:

1. R. W. Smallwood (Latin, Algebra, Geometry), Quincy, Fla.
2. Hattie E. Whelplay (Music), Brooksville, Fla.
3. Mattie Van Fleet (Latin, General History, Literature, Rhetoric, Botany), Auburndale, Fla.
4. Bernard L. Gonzalez (Spanish), Tampa, Fla.
5. Julia May Peek (Music), Starke, Fla.

6. Mrs. Windsor Smith (Music), St. Petersburg, Fla.
7. Sarah H. Bayne (Rhetoric, Literature, General History), Miami, Fla.
8. L. B. Lockhart (Physics, Geometry, Algebra, Trigonometry, Chemistry), Pensacola, Fla.
9. Mrs. J. S. Dinwoodie (Music), Tampa, Fla.
10. Agnes E. Fairlie (Algebra, Geometry, Trigonometry, Psychology), Jacksonville, Fla.
11. Frances Huddleston (Latin), Jacksonville, Fla.
12. C. A. Wilkinson (Latin), Daytona, Fla.
13. Emma M. Williams (Rhetoric, Bookkeeping), St. Petersburg, Fla.
14. Joseph Prado (Spanish), Tampa, Fla.
15. Helen Parkerson (Music), Tampa, Fla.
16. B. A. Stovall (Manual Training), St. Petersburg, Fla.
17. Margaret Russell (Domestic Science), St. Petersburg, Fla.
18. Emily P. Wilburn (Drawing), Tampa, Fla.
19. Imogen S. Farnum (Algebra, Plain Geometry, Music), West Palm Beach, Fla.
20. G. L. Spillman (Latin, German, French, General History), Jacksonville, Fla.

CHAPTER VII.

By the provisions of Chapter 5384, Laws of Florida, passed by the Legislature of 1905, the following institutions of higher learning were abolished: University of Florida, Lake City; Florida State College, Tallahassee; East Florida Seminary, Gainesville; South Florida Military College, Bartow; St. Petersburg Normal and Industrial School, St. Petersburg; Florida Agricultural Institute, Kissimmee; State Normal School, DeFuniak Springs; Institute for the Blind, Deaf and Dumb, St. Augustine. In lieu of these institutions provisions were made for the establishment and location of the University of the State of Florida, the Florida Female College, and the Institute for the Blind, Deaf and Dumb. It will be observed that the Colored Normal School was not abolished by the chapter agove referred to.

Pursuant to the provisions of Chapter 5384, known as the Buckman Law, the State Board of Education and the Board of Control met in joint session in the Executive Office at Tallahassee on June 28, 1905. Governor N. B. Broward was elected permanet Chairman of the joint meeting, and W. M. Holloway, State Superintendent of Public Instruction, was later elected Secretary. The meeting of June 28, 1905, was adjourned for the Boards to go in a body on a tour of inspection of the properties of the abolished State schools at the following places, on the dates given: St. Augustine, June 30th; Gainesville, July 1st; Lake City, July 3rd. After making the above tour of insepction as outlined, the Boards reconvened in the Executive Office at Tallahassee on July 5, 1905, and on motion it was ordered that the Boards take up the matter of the location of the University of the State of Florida. In order that the Boards might be fully advised in the premises, a motion prevailed to allow the representatives of each place desiring the location of the University two hours in which to present their respective claims.

On July 6th, 1905, the Boards convened in joint session in the Hall of the House of Representatives for the purpose of hearing the presentation of the claims of the sev-

eral places, and the morning and afternoon sessions were entirely taken up in this manner. Prominent representatives from Gainesville, Lake City and Tallahessee appeared before the Boards and ably presented the claims of their respective localities and liberal propositions were submitted to secure the location of the university.

On the evning of July 6, 1905, the Boards reconvened in the Executive Office, and a motion prevailed that the Boards proceed to ballot for the selection of a permanent location for the University of the State of Florida. The ballot was taken, and it was found that the City of Gainesville had received six votes for the permanent location of the University of the State of Florida, and the City of Lake City had received four votes for the said location. The City of Gainesville, having receied a majority of the otes cast, was thereupon declared to be the permanent location of the University of the State of Florida. On motion the City of Tallahassee, by unanimous vote, was selected as the permanent location of the Florida Female College.

At a meeting of the Boards in joint session, on July 7, 1905, it was ordered that a committee be appointed to ascertain the wishes of the citizens of the city of Lake City with reference to the location of the Institute for the Blind, Deaf and Dumb, in the city of Lake City. The committee appointed made report on July 24, 1905, by submitting a lette raddressed to the State Board of Education and the Board of Control signed by the Mayor of the city of Lake City, the Chairman of the Board of County Commissioners of Columbia County, and the hairman of the itizens' Committee of Lake City, in which they respectively declined on behalf of the city of Lake ity to accept the location of the Institute for the Blind, Deaf and Dumb. The Board of Trade of the city of St. Augustine, having adopted a resolution guaranteeing to convey to the State Board of Education twelve acres of land lying immediately north of the site of the abolished Institute for the Blind, Deaf and Dumb on condition that the said city of St. Augustine should be seleced as the permanent location of the Institute for the Blind, Deaf and Dumb, a motion preailed that the said city of St. Augustine be the permanet location of the Institute for the Blind, Deaf and Dumb, provided that the said Board

of Trade of the city of St. Augustine should comply with the resolution above referred to within one year from the date thereof.

The libraries, laboratories, paraphernalia and apparatus of the several abolished institutions of learning were appropriated by the Boards for the use of the University of the State of Florida, the Florida Female College, the Institute for the Blind, Deaf and Dumb, and the Colored Normal School.

On the 21st day of March, 1906, in compliance with the propostion of the citizens of the city of Gainesville, in which they guaranteed to the State $30,000.00 for the property of the abolished East Florida Seminary, the State Board of Education executed deeds to the said property as follows: To the Board of Public Instruction of Alachua County, in consideration of the sum of $12,000.00, the lot containing the Academic building; to the city of Gainesville, in consideration of the sum of $10,000.00, the lot containing the building used as Barracks; to W. R. Thomas, in consideration of the sum of $8,000.00, the lot containing the Girls' Dormitory.

The properties of the South Florida Military College at Bartow, the Florida Agricultuarl Institute at Kissimmee, and the State Normal School at DeFuniak Springs, were advertised for sale by the State Board of Education, and the same were sold at the highest prices offered. On the 7th day of April, 1906, the property of the abolished South Florida Military College, located at Bartow, was sold to W. B. Swearingen, and a deed to the same was executed in favor of the said W. B. Swearingen, in consideration of the sum of $2,610.50. On the 7th day of April, 1906, the property of the abolished Florida Agricultuarl Institute, located at Kissimmee, was sold to Geo. W. Hopkins, and a deed to the said property was executed in favor of the said Geo. W. Hopkins, in consideration of the sum of $1,000.00. On April 14, 1906, the property of the abolished State Normal School, located at DeFuniak Springs, was sold to Daniel Campbell, S. K. Gillis and J. J. Fitzgerald, Trustees, and a deed to the said property was executed in favor of the said parties, as Trustees, in consideration of the sum of $3,400.00.

The sum of $225,400.00 was appropriated for the years 1905-6 and 1906-7 for the maintenance of the four State

institutions of higher learning, and for the expenses of the Board of Control to be distributed as follows:

		Total.
The University of the State of Florida, annually	$55,000.00	$110,000.00
The Florida Female College, annually	25,000.00	50,000.00
The Institute for the Blind, Deaf and Dumb, annually	15,000.00	30,000.00
The Colored Normal School, annually	15,500.00	31,000.00
Expenses of the Board of Control and Secretary, annually	2,200.00	4,400.00
Total		$225,400.00

It was ordered that $98,962.00, or whatever balance might remain in the hands of the joint Boards, according to the provisions of Chapter 5384, should be devoted to improvements and buildings after paying the obligations of the Board of Control.

On November 3rd, 1906, it was ordered by the Boards in joint session that the appropriation to the Florida Female College for the year 1906-7 be increased $10,500.00, and that the appropriation to the Colored Normal School, for the year 1906-7, be increased $1,000.00.

In conformity to Law, the State Superintendent of Public Instruction visited, and made careful inspection of the various institutions as follows: TheInstitute for the Blind, Deaf and Dumb twice, the University of the State of Florida five times, the Colored Normal School seven times, and the Florida Female College eight times. For detailed information as the result of these several inspections, he submits a report from the head of each of these institutions.

UNIVERSITY OF THE STATE OF FLORIDA.

Hon. W. M. Holloway,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:—I have the honor to submit herewith a report of the work of the University of the State of Florida for the

past year; and a brief account of the plans and prospects of the institution.

The University of the State of Florida is a new enterprise. Prior to the meeting of the Legislature in the spring of 1905 the State had maintained, in whole or in part, seven institutions above the High School grade, namely, the State Normal School at DeFuniak Springs; The Florida State College, at Tallahassee; The University of Florida at Lake City; The East Florida Seminary at Gainesville; The South Florida Military Institute at Bartow; The Osceola Institute a Kissimmee; and he Normal and Industrial School at St. Petersburg. Of these seven the last two had received only slight or partial aid from the State; and the projected institute at Kissimmee did not amount to anything. The other five institutions were dependent upon the State for their maintenance; though the National Government provided funds aggregating $25,000 a year toward the support of seminaries east and west of the Suwannee River, and an Agricultural College, and their lawful descendants, namely, The East Florida Seminary, The Florida State College, and the University of Florida.

The mere fact that a State whose total white population is a little more than three hundred thousand was undertaking to maintain so many institutions was sufficient to create in the minds of the people and the Legislature a question as to the wisdom of the organization of the educational system then prevailing, and of the desirability of improving that condition by a radical change in the educational policy of the State. The Legislature of 1905, therefore, passed a bill introduced by Mr. Buckman of Duval County, under the terms of which the existing higher institutions of learning were abolished and in their stead there were created the University of the State of Florida for men, and the State College for women, which institutions should perform all the necessary work of higher education which had previously been distributed among the numerous schools. It will thus be seen that the University of the State of Florida is not two years old, and that its history begins with the passage of the Buckman Bill by the Legislature of 1905.

One of the provisions of the Buckman Bill put the lo-

cation of the new institution in the hands of the State Board of Education, acting jointly, with the Board of Control of the new educational institutions of the State. Acting under this provision, these Boards located the University at Gainesville, but for the first year of its official life, while preparation was being made for its reception in its new location, it was maintained in the buildings of the formr Uniersity at Lake City. In this report, therefore, it must be borne in mind that the first year of the University's history was spent in Lake City, and the second in Gainesville.

ORGANIZATION.

In view of the newness of the institution, it may not be amiss to go at some length into both general and particular questions as to its organization.

(a) General:

1. The Experiment Station, whose workers had for a number of years occupied the joint position of teachers in the University faculty and investigators on the Experiment Station staff, has been separated from the University proper and put in chrage of Prof. P. H. Rolfs, at one time Horticulturist in the Florida Experiment Station, and for the last five years Director in Charge of the Government Subtropical Laboratory situated at Miami. This separation leaves the members of the Experiment Station staff entirely free from any University duties, so that they may devote their time wholly to their specific work in investigation and publication of the results of their researches. At the same time it relieves both the University faculty and the Experiment Station staff from the divided interest of teacher and investigator, so that the members of the faculty of the University, as well as the members of the Experiment Station staff are enabled to devote their time wholly to University duties on the one hand and Experiment Station work on the other.

2. Upon its organization under the Buckman Bill, the University established a regular Normal Department, which it maintained with its separte staff during its first year. At the close of the first year, however, the Normal Department was done away with as a separate and distinct department and a Professorship of Education was established in its place. Under the first arrangement the grade in the Normal Department was distinctly lower

than that in the University at large. Under the new arrangement, Normal students are required to take their work in the ordinary department of the University in addition to their main work in the special Department of Pedagogy. Under the former order, students could graduate from the Normal Department upon the completion of work practically equal in grade to that of the Sophomore Class in the University. Under the new arrangement the grade is so raised that Normal students who get their Bachelor of Arts in Pedagogy are required to do work of substantially the same grade as required of Bachelors in any other department of the University. Formerly there was a very serious difference in the *grade of work* done; now the difference is, in the main, in the subjects studied—all courses in the University being constituted on the same general principle. Thus, if a student wishes to become a chemist he selects the Chemical Course, the main element of which is Chemistry. On the contrary, if he wishes to be a Civil Engineer he selects the Civil Engineering Course, the main elements of which are Mathematics and Surveying. Similarly, under the present arrangement, if a student wishes to be a school teacher he selects the Pedagogical Course, the main element of which is the History, Science and Theory of Teaching. In every case the subordinate elements of the various courses are made up from other regular courses offered in the University. This change has two results. In the first place, by its raise of grade it puts normal instruction offered in the institution out of the reach of teachers who are not prepared to enter the general courses of the University, but in the second place it offers more advanced instruction to teachers who are prepared to take adantage of it than was the case under the former arrangement.

(b) Particular:

1. *Faculty.* The faculty of the University of the State of Florida consists of a President and eleven full professors, two assistant professors and a professor of Military Science and Tactics detailed by the Federal Government. Nearlly all of these men have had the most advanced university training; in fact, probably, a larger percentage of them hae the degree of Ph.D. than is true in any other university in the South. It will be

seen, therefore, that their preparation is adequate for the work of the State University. It may be said further, that they are all men of successful experience and of unimpeachable characters, so that the new institution should not fail by reason of any lack of character and competence upon the part of its faculty.

2. *Entrance requirements.* Under the provision of the Buckman Bill it was required that students should have completed the course offered in the public schools before they could enter the Freshman class of the University. It was not expected or provided that the University should maintain a Preparatory Department. These matters, howeer, were wisely left in the hands of the Board of Control. It appeared to the Board that the requirements indicated in the Bill, namely, the completion of the Twelfth Grade of the public schools, were too high, inasmuch as they were rather higher than the average of other and older institutions in the Gulf states; being in fact, rather above the requirements for entrance of the Southern Association of Schools and Colleges; and inasmuch as, in the second place, so few boys ever completed the standard High School Course in the State, that the rigid requirements of the completion of the Twelfth Grade for entrance would reduce the possible entrance from the High Schools of the State to a very samll number. In view of these facts, not thinking it wise, on the one hand, to establish entrance requirements higher than those of the older institutions in our section; or on the other hand, to limit possible attendance to the few boys who actually completed the Twlefth Grade of the standard course, the Board of Control reduced the entrance requirements to the University of the State of Florida about one year, so that they now cover up to, and including, the Eleventh Grade of the public schools of the State. This decision on the part of the Board of Control places the new University of the State of Florida practically on a par with the other State universities of the Gulf states in the matter of its entrance requirements.

It was found, however, that even with these entrance requirements a very serious gap existed between the rural graded school and entrance into the State University. The student of the rural school, even indeed of the Junior High School, could not meet these entrance

requirements; so that he must either go into a preparatory department of another college, or into the High School most convenience to him. If he adopts the first alternative and enters the preparatory department of some other college than the institution supported by his own State, he will very probably continue his college course in that institution where his preparatory work is done; and the State will lose the grip upon its future citizen. If, on the other hand, he attempts to complete his preparation for the State's higher institutions in some high school of the State, he will be obliged to leave his home and attend a school which is not, and is not intended to be, a boarding school, and consequently does not, and cannot furnish any adequate supervision over the conduct of students outside of school and study hours. In view of these facts, it was deemed advisable by the board to adjust the course to the needs of the Junior High Schools of the State; and this it has done by the establishment of one year of preparatory or sub-freshman work (corresponding in general to the Eleventh Grade), so that now the student who has completed the work of the Junior High School may enter the sub-freshman department of the State University, and so pass on to his degree; a student who has completed the work of the first year of the Senior High School may enter the freshman class; and the student who has completed the full Senior High School course may enter the sophomore class in the university.

The university realizes that it is a part of the public school system of the State; and it, therefore, accepts certificates from the public high schools without question.

There is, however, need of a more intimate relationship between the university and the other public schools, and methods for promoting this will be discussed further on in this report.

3. *Courses and Degrees.*—The University does not, at present, offer any professional courses, nor does it yet contemplate giving the degree of Doctor of Philosophy; it offers Bachelor of Arts Courses in English, History, Philosophy, Modern Languages, Classics and Pedagogy; and Bachelor of Science Courses in Chemistry, Natural History, Mathematics and Physics, Agriculture and Horticulture, Civil and Mechanical and Electrical Engineering. All of these are four-year courses, and are characterized

by a very wide range of electives in the junior and senior years.

In addition to these courses, the University offers courses leading to the degree of Master of Arts, and Master of Science, which involve one year of study after and beyond the Bachelor's degree. Six hours of this study for the Master's degree must be devoted to one subject of a grade more advanced than any offered for the Bachelor's degree; the rest of the work being elective under the direction of the professor in charge.

In addition to these courses leading to the Bachelor and Master's degrees, the University offers various short courses for students who have neither the time nor the inclination to take the longer and more advanced work. Thus, the institution offers a short practical course in Agriculture, covering two years and emphasiizng those studies which are of importance and practical benefit to the farmer. It offers also a similar short course in Mechanical Arts, and another in Pedagogy—the latter intended particularly to qualify students to pass the examination required for first-grade county certificates, and State certificates.

The University also proposes to offer, beginning with the spring of the current year, certain short courses for teachers, so far as the size of the faculty may be adequate for this work.

4...*Students.*—The number of students in attendance upon the University of the State of Florida during the session of 1905-6 was 136. The number enrolled at this writing for the year 1906-7 is 91. It is probable that during the course of the year this number will reach from between 110 to 120. The distribution of these students for last year and for the current year is as follows:

I. BY CLASSES.

	1905-6	190-7
Granduate Students.	8	3
Seniors.	9	6
Juniors.	10	12
Sophomores.	14	11
Freshman.	29	19
Normal Students.	51	*38
Special, not classified.....	15	2
Total	136	91

*—Sub-Freshmen.

II. BY RESIDENCE.

Counties.	1905-6	1906-7
Alachua.	13	32
Bradford.	4	..
Brevard.	..	2
Citrus.	2	..
Clay.	1	..
Columbia.	29	3
Dade.	3	3
DeSoto.	3	9
Duval.	7	6
Franklin.	..	2
Gadsden.	2	..
Hamilton.	2	1
Hernando.	2	1
Hillsborough.	7	3
Holmes	4	1
Jackson.	3	3
Lake.	..	1
Lee.	1	1
Leon.	8	10
Levy.	1	1
Manatee.	2	..
Marion.	5	..
Monroe.	4	..
Orange.	4	..
Osceola.	4	2
Polk.	3	..
Putnam.	1	1
St. Johns.	1	1
St. Lucie.	2	..
Sumter.	3	1
Suwannee.	4	..
Volusia.	2	1
Walton.	2	..
Washington.	1	..
Total for Florida.	131	88
Alabama.	1	1
Georgia.	2	1
Indiana.	1	..
[illegible]o.	1	..
Russia (in Europe)	..	1
Grand total.	136	91

A comparison of these two tables will indicate that the chief difference in attendance between last year and the present is found in the loss of practically the entire normal student body, which last year numbered 51 students, of whom five or six returned during the current year. The introduction of a sub-freshman class has not been sufficient to counterbalance this loss. In the second place, last year the attendance from the counties immediately contiguous to Lake City, that is: Suwannee, Hamilton, Columbia, Bradford and Alachua, was 52; of whom 29 came from Columbia. This year the attendance from the counties immediately contiguous to Gainesville, namely: LaFayette, Suwannee, Columbia, Bradford, Clay, Putnam, Marion, Levy and Alachua, is 37; of whom 32 came from Alachua County. Aside from these facts, the distribution of the student body shows a falling off in West Florida, except in Leon County, where there is a gain from 8 to 10. Including all of the counties west of the Suwannee River, last year's enrollment was 20, while this year's enrollment is 14.

In South-central Florida there is gain in some counties and loss in others; thus, in the group of counties: Citrus, Sumter, Lake, Orange, Volusia, Osceola, Brevard, Polk, DeSoto, Manatee, Hillsborough, Pasco and Hernando, there were last year in attendance 35 students; this year, 23.

Monroe County, which sent 4 students last year, sends none this year. Aside from these facts the distribution of student attendance does not seem to call for remark.

To sum up, it appears that the change in attendance between last year and the present is due to the loss of a large number of normal students; to the loss of a large attendance from Columbia County; to a slight loss in West Florida, and a considerable loss in the middle and central section of the State. How far these losses are due to the changes in grade and the introduction of military discipline and the disturbed condition of affairs attending the removal of the University from its temporary location at Lake City, would be difficult to say. Probably the main loss has been due to the unsettled condition of educational affairs consequent to the passage of the Buckman bill, and the change of site of the University.

It should be further observed in this connection, that the 136 of last year represents the total enrollment throughout the year, while the 91 of the present year rep-

resents the enrollment to the close of the first month of school, and will probably be increased to from 110 to 120 during the course of the year.

Of the total number of students enrolled during the session 1905-6, and up to this writing in the session 1906-7, 85 were strictly college students during the session 1905-6 —not counting some of college rank who were enrolled in the Normal Department—while 53 are college students according to the enrollment to date for the session 1906-7.

It may be of interest to inquire further in this connection: What proportion of Florida students attend their State University, and what proportion attend other institutions: (a) Outside the State; (b) Within the State. It is exceedingly difficult to give an absolutely complete and accurate answer to these questions. Considerable investigation has been made, however, and the results are submitted herewith. (It is to be observed that these figures in all cases are taken from the latest catalogue of university or college mentioned, so that, so far as they go, the figures may be regarded as entirely authoritative and accurate.)

(a) Grouping the universities and colleges outside of the State, and excluding in all cases students in preparatory classes and in professional schools, it appears that Harvard (2), Yale (5), Princeton (3), Cornell (2), and Johns Hopkins (0), have a total of twelve (12) Florida students engaged in various grades of academic and scientific, but not professional, work.

Among the middle western institutions, Chicago (5), Northwestern (1), Michigan (2), Minnesota (0), Wisconsin (0.), Illinois (0), have eight (8) Florida young men students.

Among Southern institutions it is to be observed that the Virginia schools: University of Virginia (3), Washington and Lee (5), Virginia Pollytechnic (0), Virginia Military Instiute (2), have ten (10).

The Kentucky schools: The Kentucky University (1), Kentucky State College (1), have two (2). The University of Arkansas has one (1) Florida student; the University of Missouri one (1) in the Teachers' College; the University of North Carolina five (5); while the South Carolina institutions, the State University (0), Clemson College (0), have none; thus making a total of nine (9) in all.

The Tennessee institutions: The University of Tennes-

see (1), Vanderbilt (5), Peabody College for Teachers (3) have nine (9) Florida students in attendance.

The University of Alabama two (2), and the Technological Institute at Auburn, Ala. (6), have eight (8) Florida students. But the University of Mississippi has no Florida students, and the Agricultural and Mechanical College of that State has none.

The Louisiana institutions: The State University (0), Tulane (1), have in all one (1) Florida student.

The University of Texas has no Florida male student.

As was to be expected, the Georgia institutions contain more Florida students than the institutions of any other State outside of Florida itself. The University (12); the Technological at Atlanta (14); Emory College (18); Mercer University (2), show a total of forty-six (46) Florida students in various academic classes in these Georgia schools.

This gives a total of Florida students attending the institutions named outside of the State of Florida of one hundred and three (103). If these figures be set beside the eighty-three (83) Florida students attending the University of the State of Florida last year, and the forty-eight (48) Florida college students attending the institution this year, it will be apparent that the institutions enumerated here, to say nothing of others from which data are not available (which, however, would probably not greatly affect the question), contain a considerably larger number of Florida college students than does the University of the State of Florida itself. Out of the total Florida college students here enumerated in the various institutions, including those in attendance upon the University of the State of Florida itself last year and those in Stetson University (29) and Rollins College (12), it will be seen that last year, forty-five (45) per cent. of Florida college students attended the institutions enumerated outside the State; while this year the per cent. attending outside institutions here mentioned can not be definitely calculated, because figures for the current year are not available, but it is probably somewhat larger than last year's estimate.

This condition of affairs is unusual, though perhaps not unnatural under the present circumstances. Investigation will show that large numbers of students in all the States attend colleges in States different from

the State of their residence; and it will be found to be true that from sentimental and climatic reasons, from fifteen to twenty-five per cent. of the students resident in any given State attend college outside the State of their residence. In some cases, indeed, as in New Hampshire, New Jersey, Delaware, Montana, and some other States, between fifty and sixty per cent. of the students resident in the States attend college in another State; while even in such States as Massachusetts, Connecticut, Pennsylvania, Virginia and Maryland, from fifteen to forty per cent. of the students resident in those States attend the higher institutions of other States.

Again, it is to be observed that educational currents, as a rule, move northward, so that while Massachusetts may draw from Virginia; Virginia will draw from Tennessee; Tennessee from Georgia; and Georgia from Florida. But Florida has no State south of her from which she can draw, and as a rule, students from the Spanish-speaking countries to the south are not prepared to attend the University.

It might, of course, be possible for Florida to draw some students from colder Northern States, for climatic reasons, and this will doubtless take place as the institution becomes better established and more widely known. But, at the same time, it is to be borne in mind that the primary duty of a State university is to educate the young people of the State, and not those of other tSates; so that the problem that confronts the University of the State of Florida is not that of drawing patronage from other States, but rather that of keeping at home a larger proportion of the students of her own State. The most effective means of accomplishing this result will be the conviction of Florida students of the merits of their own university, and any means which look to arousing and extending this conviction deserve careful consideration. There is little reason to doubt that the University of the State of Florida is equal to the institutions in Georgia, except in the techniological work done by the institution at Atlanta; so that no satisfactory reason is to be found in the difference in efficiency in the institutions why so large a propotion of Florida young men should seek their training in the neighboring State. Of course, in many cases, the Georgia institutions have a long history and a wide sphere of influence in our younger State. Florida men in middle life attended these instittuions, and are

naturally inclined to send their sons and young friends to them. Nevertheless, it is to be hoped that the efficiency of their own State university may be brought home to them, and cause them to send their sons to the institution established and maintained in the interests of their own State.

(b) In comparison with the two leading institutions of our own State, the University of the State of Florida has more Florida boys in college classes than both of them combined. The John B. Stetson University had in its college classes in the academic department and the school of technology twenty-nine Florida boy students last year; while Rollins College had in similar classes twelve boy students. It will thus be seen that these two most efficient institutions had a total attendance of forty-one Florida boy students in their college and technological classes last year, while the University of the State of Florida had at the same time eighty-three. It is interesting to note that this can hardly be said of any other State university in the South. While it is probably true that the University of Georgia, embracing all of its branches, has more Georgia sudents in attendance than all of the other higher institutions in Georgia comibned, it is not true that the University of Georgia and Agricultural and Mechanical College, located at Athens (which would correspond to the present status of the University of the Stae of Florida)has more students than its rivals: Mercer University and Emory College combined. Nor is it true that the University of Alabama has more students than other institutions in that State; or the University of Mississippi; or the University of North Carfolina; while in Tennessee the State university has two very prominent rivals in the University of the South, and the Vanderbilt University at Nashville; and in Louisiana the State university is largely overshadowed by Tulane;—so that, despite the fact that so large a percentage of Florida students attend institutions outside of their State, it may still be said tha more Florida boys attend their State university than attend he John B. Stetson University and Rollins College combined; and this statement can not be made of other institutions in our section.

5. EXPENSES.

The expenses for a student in attending the University

of the State of Florida are unusually low in view of the advantages offered. The only University charge is a Registration Fee of $5. There is no charge for tuition to Florida students; no charge for Library, Laboratory, Gymnasium, Medical, or other special fees. Damage to University property must be made good, and is secured by a Damage Deposit of $5—but this is returned to the student at the end of the year if no damage is done.

Board, fuel, lights, and furnished rooms are provided at $15 per month, which is about their cost to the University; so that it may safely be said that the State University of Florida is as nearly a free institution to the citizens of the State as it can be made. It is estimated that it costs about $150 for a student to spend a session in the University, but only $5 of this is a strictly university charge; and reliable students may, by special permission, board elsewhere than in the University dormitories and dining halls if they find it possible to live for less than the $15 per month charged there.

In addition to putting the charges to Florida students at the lowest possible rates for board and lodging, and practically removing all charges of a University character, the authorities of the University of the State of Florida make every effort to put its opportunities within the reach of every worthy young man in the State. To this end there has been established a Bureau of Self-Help, whose object is to make special effort to provide employment for diligent and worthy students who desire to work their way through school. To this end:

1. Students will be employed about the University grounds and buildings wherever such employment is not inconsistent with the best interest of the University, and not detrimental to the student's scholastic work..

2. The Faculty Committee for Self-Help will endeavor also to find employment for diligent and worthy students during the school term in and around Gainesville outside of school hours. During the vacation the Committee will endeavor to place students in lucrative employment, either as teachers, agents, clerks, or otherwise.

3. An effort is being made to raise a Loan Fund to be lent to worthy students upon the presentation of proper security; and to establish Scholarships and Fellowships for the benefit of promising young men. No funds are as yet available for lending; but three Scholarships of $100 each per annum have been established. (1) By the

State Board of Education and the Board of Control conjointly, and known as the "Trustee Scholarship"; (2) By the Board of Trade of the City of Gainesville, and known as the "Board of Trade Scholarship;" (3) By the Faculty of the University, and known as the "Faculty Scholarship." These scholarships are assigned by the President upon the following conditions:

1. The students must actually need this financial help to enable him to attend the University.
2. He must be worthy to receive such help. To be worthy he must, first, be a young man of good character and habits; second, he must be sufficiently far advanced to enter not lower than the Freshman Class of the University. This means that he must have completed the work of the Eleventh Grade of the public schools, or its equivalent.

It is hoped that both of these enterprises will meet with encouraging success during the course of the current year.

The University Committee for Self-Help consists of Professors J. R. Benton, W. L. Floyd, M. T. Hochstrasser, E. H. Sellards, C. L. Crow; and all students interested in the matter are requested to communicate with the Committee during the school term, and with the President of the University during vacation. Formal applications for work should be filed promptly and should state the age, health, and general qualifications of the student for the work desired in each case.

6. BUREAU OF UNIVERSITY EXTENSION.

In order even further to extend the influence and benefits of the University to the people of the State who support it, the authorities of the University have established a University Extension Bureau.

This Bureau will have for its main object the extension of the influence and benefits of the University as widely as possible throughout the State, and especially to the teachers of the State, and other non-resident students. The

activities of the Bureau will be divided into three forms:

(a) The Bureau of Correspondence Instruction.
(b) A lecture Bureau.
(c) A Literary Bureau.

The Bureau of Correspondence Instruction will provide fo rthe instruction by mail of any teachers of the State (and others unable to attend the regular work of the University who may be deficient in certain lines or subjects in their work; and for helping and advising them in the prosecution of their studies at home, and in all their work in the school room. Such non-resident work, if sufficiently advanced and thorough, will count in part, not exceeding one-half, for a degree from the University. By this means a teacher or other non-resident student having difficulty in any line of his work or studies can secure consistent and expert help and advice from the various professors in the University, and can thus master the subject, and consequently teach better, and at the same time get credit in the University for work done toward a degree.

The Lecture Bureau will arrange to have the President and various members of the Faculty of the University visit the various public schools of the State and give them either general or special lectures on general educational themes and on the more technical subjects connected with the work in which the several professors are actively engaged. Take, for example, the subject of Education, or of English. The Professor of Pedagogy or the Professor of English will visit one of our public schools once or more during the year, as the case may demand or circumstances may justify, and will give lectures to the teachers and students and the geneal public on certain phases of their respective subjects. By this means it is believed that local school life would be quickened; the interest in that school would be stirred, and hence in all schools, and the University would again come into intimate and immediate touch with the life of the school and of the people, and would thus more fully serve the people as a public institution.

The Lecture Bureau will arrange and direct courses of reading for the teachers of the State especially, and for others who may want to take advantage of its services. It will outline courses of reading on special subjects, such as History, Economics, English, etc.; will indicate

the best books to be read; will direct the reading, and help the reader in any problem or difficulty. This bureau will also, so far as possible and consistent with the best interests involved, send out from the University libraries, to school reading circles only, such books and magazines as can be obtained on the subject in hand. The University Committee on University Extension will consist of Professors W. F. Yocum, J. N. Anderson, J. M. Farr, E. R. Flint, Karl Schmidt, D. Y. Thomas. County Superintendents, Principals of Schools, and others interested in the work of this committee are requested to communicate with the Chairman of the Committee during the school term, or with the President of the University during the vacation, stating in what feature of the work they are most interested. They will then receive more detailed and explicit information concerning that particular phase of the Committee's activity.

There will be no charge for the services of this Committee, except the necessary expenses for postage and transportation.

7. *Summer School*—Following the lines of activity prevailing in many older institutions, the University of the State of Florida has planned, and proposes to conduct, *Summer Schools,* under the provision of the Buckman Bill, especially in the interest of school teachers and those more earnest students desiring to prepare for entrance into the regual university work. The institution realizes its obligation to the teachers of the State, and it seeks to meet this obligation by helping those that attend the institution itself, and by University Extension Courses during the regular session of the University and the public schools, and by special summer courses in the Summer School.

8. *Financial*—The financial report of the University for the past year is as follows: (The estimated budget for the year is placed in parallel columns.) It will be observed that these figures do not cover the cost of erecting buildings or making larger and permanent improvements, but embrace only the current expenses of the Institution, including in that item a small amount for keeping the buildings and grounds in proper condition and repair.

FINANCIAL REPORT FOR THE UNIVERSITY.

INCOME.

	1905-6.	(Estimated) 1906-7.
Agricultural College Fund	$ 7,871.71	$ 7,710.00
Morrill Fund	12,500.00	12,500.00
Seminary Interest Fund	2,981.25	2,500.00
Incidental Fund	1,014.59	500.00
Educational Fund	14,779.41	6,350.00
	$39,146.96	$29,560.00

Against these sums must be set the following

EXPENDITURES.

Salaries	$26,944.08	$25,410.00
Equipment	2,060.95	2,000.00
Printing and advertising	887.84	1,000.00
Postage and stationery	318.22	500.00
Heat, light and water	2,605.80	1,000.00
Addition and repairs	504.79	1,000.00
Traveling expenses	125.10	500.00
Feed for stock	97.09	100.00
Freight and express	337.99	250.00
Commencement expenses	265.03	150.00
Incidentals	40.00	50.00
	$34,186.89	$32,060.00

It will thus appear that the expenditure for the past year was $4,960.07 below the amount available for the year.

It will be ovserved further, that out of the total assigned to the University for the past year, Federal and incidental funds, amounted to a little over $25,000.00; while the State appropriation fund amounts to a little less than $15,000.00, of which, it may be said, that $12,263.03 was actually expended for the current expenses of the University. In the budget for the present year it will be apparent that the State appropriation will amount to only $8,850.00, while the Federal and incidental funds

will make up the remaining $23,210.00. These figures are very significant. They show

1. THAT THE FEDERAL GOVERNMENT IS EXPENDING TWO OR THREE TIMES AS MUCH FOR THE HIGHER EDUCATION OF THE FLORIDA YOUNG MEN AS THE STATE ITSELF IS SPENDING.

2. That the students in attendance upon the University of the State of Florida, whatever they may cost the Federal Government, are costing the State itself considerably less than $100 for each enrolled.

These facts can not fail to be of interest to liberal minded and patriotic citizens of the State; and it can not long be true that the University of the State of Florida must depend, in the main, for its actual running expenses, upon the Federal Government.

II.

PLANS AND NEEDS.

1. MATERIAL.—The citizens of Gainesville have given to the State about 500 acres of land for the use of the University and experiment station. About eighty acres of this land has been set apart for the University buildings and campus. Upon this two large and handsome permanent buildings have already been erected at an approximate cost of one hundred thousand dollars.

A plot of the entire tract presented by the citizens of Gainesville to the State is submitted herewith as a part of this report. It will be seen that the University has ample grounds at its command, both for campus and for the farms for the experiment station, and for all other purposes.

The board of control has laid out a harmonious plan for the future development of the grounds and buildings upon the campus. A copy of this plan is submitted herewith. From this plan it will be seen that the authorities propose, with the backing of the State, to build a university of the highest type of which the State both now and in years to come may well be proud. It is not expected that a plan so fine and so elaborate can be carried into effect at

once, but the authorities have felt that, in order for the University finally to be what it should be, such a plan should be made at the beginning of the enterprise, and be developed gradually as the needs and resources of the State may require. Certainly such an arrangement is wise. Many of our older institutions are now suffering for the lack of just such broad and liberal plans into which they might have gradually grown with the passing years, they find themselves hampered for lack of room and are scattered here and there without symmetry or harmonious development. It may be fifty years, it may be a hundred years, before the plans laid down by the Board of Control call for or admit of realization; but fifty years or a hundred years is a short time in the life of a State, and the State may know now, that, whenever the State demands a university of the type projected by the Board, ample room is provided and ample provision is made for meeting its demands.

As has been said above, two large and handsome, permanent buildings have already been erected in accordance with the plans of the Board. (These buildings are marked upon the diagram with diagonal lines). It will be seen that they are both intended ultimately for dormitories; at present the smaller is so used; the larger for offices, lecture rooms, laboratories, dining room, chapel and library.

The latter building has been named by order of the Board "Thomas Hall;" the dormitory "Buckman Hall." Their cost, including improvements to the grounds, has been approximately estimated at one hundred thousand dollars, of which the city of Gainesville has subscribed forty thousand dollars, and also purchased the East Florida Seminary property at thirty thousand dollars, making a total of seventy thousand dollars, besides the land, given by the City of Gainesville and realized from the sale of the East Florida Seminary property.

Thomas Hall, being designed as a dormitary, is not, of course, very well adapted to laboratory and lecture work, and the university needs two buildings for these purposes: (a) Language Hall, in which the ordinary recitation work in language and literature, history, phi-

losophy, etc., may be conducted; in which, also, should be located temporarily the offices and assembly hall of the University. (b) Science Hall, for the use of the departments of agriculture and horticulture, chemistry, physics, etc., which need a well equipped and suitable building, and laboratories arranged for their most effective work.

Upon the erection of these two buildings Thomas Hall should be completed as a dormitory along the line of the original plans.

2. EDUCATIONAL. (a) The work in agriculture and horticulture of the University should be developed:

1. By the establishment and maintenance of a practical farm where students may see and take part in the ordinary operations in agriculture and horticulture. Forty acres adjoining the campus are available for this purpose, and should be cleared and put in a high state of cultivation and used as an aid in an instruction in these important lines of work.

2. By the regular and frequent conduct of Farmers' Institutes in various sections of the State. Other States have found great benefit by these means, and certainly a State which depends so largely upon the agricultural, horticultural and stock raising industries as does the State of Florida could not fail to profit by the wider dissemination of accurate and scientific information on these subjects.

3. By the conduct of short special courses in the winter time and consisting chiefly of lectures and demonstrations of general agricultural and horticultural topics. These courses should be open on the most liberal terms to practical farmers throughout the State, and they should be urged to attend and to send their sons whenever possible.

(b). The relation between the University and the other public schools should be made more intimate and vital. To this end there should be elected by the Board of Control, a man ranking as an assistant, or even as a full profesor of secondary education, upon the faculty of the university. His main duty should be to visit the various high schools of the State and help them in their problems and encourage them in their work; and also to visit those counties which do not maintain high schools and endeavor,

by lectures and private conversation and other wise to incite sufficient local interest in the counties to cause them to provide for the high school instruction of their children. In addition to these duties, whenever possible, this professor of secondary education should take part in the pedagogical work in the University; giving lectures from time to time to the pedagogical students upon the conditions and needs of our public school system in this State and in other States.

(c) The work of the University ought to be made of more value to the State by the conduct of short spring term courses, designed especially for teachers along the line of courses designed for farmers mentioned in Section (a) above. The University already attempts to do this work, but the smallness of the faculty in comparison with the number of courses offered in the curriculum makes the work burdensome to an unusual and unnecessary degree. The same may be said of the work of the Bureau of University Extension. This should be fostered by every means possible, as promoting the better and more cordial relations between the University and the other members of the public school system; and as spreading the influence of the University, and promoting the cause of higher education throughout the State. This work is already projected and offered, but its satisfactory performance is seariously interefered with by the smallness of the faculty and the broad and elaborate curriculum to be carried out by a few men.

(d) In order to carry out the plans outlined above it is desirable to have certain assistant professors or lecturers who are not closely attached by formal relation to the University, but who devote themselves, under the supervision of the University faculty, to those special and highly important branches of the institution's public activities. At present the size of the student body and size of the University income do not seem to justify the employment of these assistant professors or lecturers, but only of the regular professors of the University staff. But it must be remembered that the size of a faculty does not depend primarily upon the size of the student body, but upon the number of courses which the faculty must offer. It might be possible, however, to make temporary arrangements to meet this difficulty, so that the Farm-

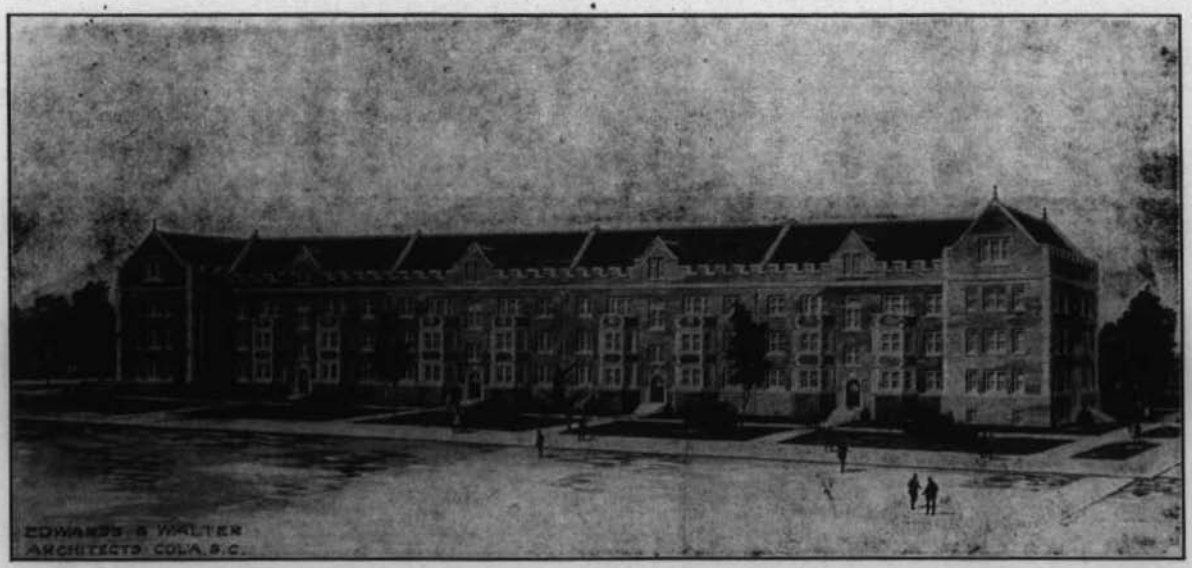
ers' Institutes should be held throughout the State, and the high school commissioner should enter upon the work of spreading the high school, and therefore the University spirit, among the people.

(e) In the course of its development the University should make preparation for the usual professional schools of pharmacy, medicine, law and dentistry. Provision will have to be made for these as the needs of the State require.

The present condition of the University and all the suggestions and proposals made herein call for money for their success, and it is to be hoped that the State will deal liberally with its institutions of higher learning. It is not to be expected, of course, that a State the size of Florida should make appropriations such as are made in older and richer State; on the contrary, it ought not to be possible to say that the Federal Government spends more in the maintaining of higher education in the State of Florida than does the State itself. In my judgment the wisest and most satisfactory means to provide for the support and enlargement of the State University would be by proper legal steps to establish a State millage tax for its benefit. This would give an income increasing with the increased prosperity of the State and needs of the University. It would give it a permanent income not subject to uncertainty or accident; and, if the millage were made adequate, it would give it additional funds for current expenses and funds for the gradual erection of buildings proposed, without the necessity of appeals to the Legislature for appropriations for this purpose. In fine, an adequate millage tax would guarantee the perpituity and prosperity of the institution.

Respectfully submitted,

ANDREW SLEDD,
President.



THOMAS HALL—University of the State of Florida.

THE FLORIDA FEMALE COLLEGE.

Tallahassee, Fla., December 8, 1906.

Hon. W. M. Holloway,
State Superintendent of Public Instruction,
Capitol Building, Tallahassee, Fla.

Sir:—I have the honor to submit herewith a report of the Florida Female College, according to your recent request.

Florida's College for Women entered upon the second year of its career with an attendance indicating a most healthy and encouraging growth. The enrollment at the opening of the first session was 114, and closed in May of last year, with 204, as shown by the following tabulation:

County.	No. of Students.	County.	No. of Students.	County.	No. of Students.
Alachua	8	Hernando	1	Polk	5
Bradford	6	Hillsboro	10	Putman	1
Brevard	1	Jackson	5	Santa Rosa	1
Calhoun	5	Jefferson	6	Sumter	3
Citrus	2	Lake	3	Suwannee	2
Clay	1	Lee	1	St. Johns	1
Columbia	3	Leon	68	St. Lucie	1
Dade	2	Levy	1	Volusia	2
DeoSto	6	Liberty	1	Wakulla	3
Duval	8	Madison	3	Walton	5
Escambia	3	Marion	7	Washington	4
Franklin	4	Nassau	4		
Gadsden	11	Orange	2	Total	200

Total from 37 Florida Counties	200
Total from Georgia	1
Total from Missouri	1
Total from Tennessee	2
Total enrollment, 1905-1906	204

SUMMARY BY DEPARTMENTS.

In the College of Liberal Arts....	60
Special Students	11
In the School of Industrial Arts...	71
In the School of Fine Arts	96
In the School for Teachers	133
	371
Counted more than once	167
Total enrollment.....	204

This year the original enrollment was 135, an increase of 21 over last year, a very substantial improvement. At the present writing the enrollment is 159, which continues to show a healthy increase over the first year. Upon this basis it can be stated with safety that the enrollment at the close of the session will be fully 250 students, representing practically every county in the State. This year's attendance is about equally divided between students in the College of Liberal Arts and the School for Teachers. The Department of Music has a much larger enrollment, showing a registration of about eighty; sixty instrumental and nearly twenty vocal. There is also a decided increase in other departments of the College, such as painting, drawing, domestic science and art, and elocution.

Experience has demonstrated the wisdom of combining many departments in one College. From the energetic students in the School for Teachers—for of necessity every one of them must be energetic—those in the College of Liberal Arts, who have more time to pursue their work and may be inclined to lag behind, receive inspiration to labor more diligently. On the other hand, those enrolled in the School for Teachers, through actual contact and observation, become interested in the fine arts, such as vocal and instrumental music, painting, drawing and elocution. They also derive much benefit from work in branches of the Industrial Arts Department, particularly in cooking and sewing and laboratory experiments.

SCHOOL FOR TEACHERS.

This department has as its distinct function the fitting of young women for public school service, and takes the

place of the abolished State Normal School at De Funiak Springs. At first there appeared to be some doubt as to the expediency of conducting a normal school in connection with the College and University. Although, we at once conceded that such a plan would be a great saving of money to the State, however, it remained for our experience at the College for Women, during the past year, to fully convince us of the soundness of the policy of associating the normal school with the College.

Graduating from the College for Women, teachers go into all parts of the State not only thoroughly equipped to teach, but they take with them a general and very useful knowledge of the industrial and fine arts. They know something in a practical way of scientific cooking and sewing; they have a very good and serviceable knowledge of drawing and painting; they have taken instruction in elocution and physical culture; they have observed the management of the modern kindergarten; they have attended the model school, and have practiced teaching in the four grades of that school; they have had opportunity to work in the chemistry, biology, histology and zoology laboratories; they have learned a great deal about music, both vocal and instrumental, and above all, they have lived in an atmosphere of culture and refinement such as is not always found, about or in the ordinary normal, or teachers' school.

I now confidently believe that the State has arrived at the very best possible solution of the problem of fitting teachers for the highest grade of public school service.

Some weeks ago I sent out 300 letters to the greatest educators in this country, embracing normal school presidents, State and city superintendents, college and university presidents, and writers on educational questions, requesting their views on the following questions :

1. Do you regard it as sound educational policy to have normal schools, as other professional schools, such as law, medicine, etc., connected with high-grade colleges or universities?

2. What advantage do you think will accrue to teachers in particular, and to the system of public education in general, by having training schools conducted at a university or college? What disadvantages?

3. Do you think that a separate and distinct institution for the training of teachers, such as

the average normal school of today, essentially affords superior training or more desirable surroundings than a professional school for teachers conducted at a good college or university?

4. Is co-education of the sexes in normal schools essential to the best results in the professional training of teachers?

5. In case the policy of co-education in colleges and universities has been considered bad, does it not follow that it must also be bad in normal schools?

Two hundred and sixteen replies to these replies have been received to date. Of these 201 answered the first question emphatically in the affirmative, fifteen in the negative. All but two named important advantages under the second question. To the third, 161 returned replies in the negative, while fifteen answered "yes, for elementary school teachers."

Answers to the fourth question were practically unanimous in the negative. Answers to the fifth were largely in the affirmative. Such men as David S. Jordan, LL. D., president of Stanford University of California, says: "It (co-education)is no better or worse in normal than in other schools." Edmund J. James, LL. D., president of the University of Illinois, says: "I should think that the same consideration exactly would determine the question whether co-education is good in the normal school as would apply to colleges and universities."

By the Buckman Act, co-education in the college and university was declared to be unwise. I hold that if it is unwise in these institutions, it must also be unsound educational policy in the normal schools. The purpose of the fifth question above was to verify my conclusion upon this proposition. The answers returned show that if co-education is bad, in one instance, it must be bad in the other.

Before leaving this subject I desire to quote a few replies: From President G. Stanley Hall, of Clark University, of Massachusetts: 1,—"Yes, *always*"; 2,—"A long list of advantages;—larger view, breaking its deadly servile finality, and the method increases the results and prevents the dry rot that always tends to come into irrelated normal schools, just as to irrelated schools of medicine or dentistry." From President Edmund J. James, of the

University of Illinois: "I have no hesitation at all in saying that it is one of the fundamental purposes of a State college or university to train teachers for our high schools and colleges and universities, and that every higher institution ought to make a specialty of this sort of work." Dr. Charles William Dabney, president of the University of Cincinnati, formerly of the University of Tennessee, Knoxville, says to question 1: "Emphatically yes. Normal schools away from high-grade colleges are apt to become mere schools of methods. The professional training of teachers must be founded upon a liberal education, which is best given at high-grade colleges. Duplication of the plant for the liberal arts is saved." To question 3, he says: "The average normal school of the country has been a failure, chiefly because it undertook to make teachers of persons who had insufficient education and also because of the too narrow training given." President Francis P. Venable, Ph. D., LL. D., of the University of North Carolina, replies to question 1, as follows: "I regard it as entirely sound educational policy to have training schools for teachers connected with high grade colleges or universities." To question 2, he says: "The advantage for teachers comes largely from the high standard of instruction which can se secured in connection with the university and the large equipment; also in the influence of the general university atmosphere of study and research. The advantage to the system of public instruction comes in the saving of duplication of plant." Answering question 3, he says: "I do not think that the average normal school of today affords such desirable surroundings nor as good a training as can be gotten from a professional school for teachers conducted at a good college or university." To question 4, he writes: "I am not in favor of co-education of the sexes in normal schools or in colleges." Dr. Elmer Ellsworth Brown, United States Commissioner of Education, says, under question 2: "It is of the utmost importance that teachers, particularly those in schools of the higher grades, should themselves be unmistakably alive intellectually. I know of no better way to render such teachers intellectually alive, and project them into the schools with good hope of their continuing to be intellectually alive, than to have them get their education in an institution, i. e., a high-grade college or university. It is, moreover, a well settled and most significant characteristic of American ed-

ucation, that it seeks to keep the schools of all grades working in unison, and this result can best be accomplished if the teachers in the lower schools are themselves in personal touch with the higher schools and the highest instrutcion."

Finally, let it be understood that the normal school is established here not as an *addendum* to the Florida Female College, but as a separate and distinct department for the training of teachers. As such it meets the constitutional requirement that at least one normal school for white teachers shall be maintained by the State. This School for Teachers, with its profesisonal head and separate faculty, however, is maintained not merely to comply with the demands of the State constitution, but for the larger purpose of fitting young women as teachers for the thousands of elementary schools in this State. The catalogue will give full particulars as to the various courses offered.

SCHOOL OF INDUSTRIAL ARTS.

Suitable courses for men as a preparation for the professional studies of medicine, engineering and recently developed phases of pure and applied science have been but recently introduced as courses in the best colleges. It is not surprising, therefore, that women have had to wait for full recognition in the college curriculum. Latin, Greek, mathematics and kindred subjects offered but a meagre preparation for the complex duties of the women in the home and in society. The multiform branches of pure and applied science that have but recently been added to the curriculum were intended to fit the special activities of men, and they offer to most women but little more than the old course afforded. The School of Industrial Arts is intended to remedy this unjust condition. It not only recognizes the right of women to have their special needs considered, but it places industrial branches on an equality with the classics, methematics and science. Last year 71 students took instruction in the school of industrial arts; this year the number is much larger. Most of them take cooking and sewing, and they are taught according to the most modern scientific methods. The domestic science laboratory, for instance, is thoroughly equipped. The class is first prepared by a lecture for the work that is to be practically demonstrated.

All necessary equipment is provided, and theory and practice are given equal consideration as is demonstrated in the lecture room and laboratory. The course in the School of Industrial Arts is found, at length, in the college catalogue.

SCHOOL OF FINE ARTS.

The question is often asked, by those who do not give the matter sufficient thought, why are tuition fees charged in the School of Fine Arts, and not in other departments of the college. The answer is simple and convincing. All work taught in the school of Fine Arts, comprising vocal and instrumental music, drawing, painting and elocution, is of such a nature as the State does not feel called upon to furnish. In the field of education these studies are quite properly considered as luxuries. Therefore, students are required to pay for them as such. Others have said that the State should not be called upon to provide studies such as are scheduled as those of the fine arts unless the receipts from such departments meet the costs. If none other than individual instruction were given, there might be reason for this criticism, but the law requires that normal students be given the regular course in drawing and art, including an elementary course, then pencil and ink, and, later, advanced drawing, thus fitting the teachers for efficient blackboard work and drawing in their home schools. The same may be said of the school of expression, which includes that of physical culture. All students in the School for Teachers are given class instruction in elocution, and the good that this work does in fitting a teacher for proper work will soon be felt in the public schools of the State. All students are required to take physical culture, and there is no need to call attention to the great good that must result through teachers taking charge of our public schools with a full knowledge of the benefits of physical culture, and of the best methods of instruction.

In the School of Music sight singing is taught all students in the School for Teachers. They have also opportunity to attend the recitals and lectures. Students taking private instrutcion in music, vocal or instrumental, are charged a fee. They are also charged a small fee for the use of the practice pianos. These fees are not as high as are charged by private educational institutions in

Florida and other parts of the South, yet the instruction is equal to the best. To establish this claim it is not necessary to quote figures. They are given in every college catalogue. This School of Music, not yet two years old, is more than self-sustaining. The fees paid by the students taking private lessons in music not only pay the salaries of the members of the music faculty, but will pay, at the close of the two years, the cost of the pianos that were bought to meet the requirements of this healthy and prosperous department. So, in all calculations of expense on the part of the commonwealth let it be borne in mind that the School of Music, of Florida's College for Women, is in no sense a tax upon the people. It is a strong arm of the college that gives the body proper much support and assists greatly in creating an environment and atmosphere of culture that must prove beneficial to the entire student body. The State is extremely fortunate in having a school of this kind for the higher education of Florida women in the most popular of the fine arts without it being in any way a financial burden.

NEEDS AND RECOMMENDATIONS.

Thus it may be seen that the Florida Female College was organiezd upon a broad and liberal scale. The aim of the institution is, in the course of time, to provide every facility for the higher education of women, and to render the college a university for women in fact, as well as (we soon hope) in name.

The following departments are already organized and in operation, viz.:

1. The College of Liberal Arts.
2. The School for Teachers.
3. The School of Industrial Arts.
4. The School of Fine Arts.

Embracing:

a. The Department of Music.
b. The Department of Art.
c. The Department of Expression ,or Elocution and Physical Culture.

To these departments there should be added a fifth, a School of Commerce, embracing instruction in all the forms of bookkeeping, typewriting, stenography, together with the other usual commercial branches. Such a de-

partment would enable a young woman, after one year's work, to enter upon an independent career, whereby she may support herself and those who may be dependent upon her efforts. This course would be specially attractive to young women who are unable to devote more than a year to college work.

With all the departments of the College our Florida girls have the best advantages for a broad and liberal education. Almost every branch of learning that young women may desire is represented in our present organization, in the under-graduate classes and in the post-graduate courses.

The college may therefore properly request that its name be changed to "The State University for Women." The present name of the college is not a fit designation, and its unfortunate title was no doubt thoughtlessly bestowed without consideration of its meaning from a standpoint of grammar, sex or dignity. The title, The State University for Women, would give this institution the dignity to which it is entitled; and while its curriculum is on a par with that of the University, its name, at present, does not convey a proper idea of its standard and scope, and is unfair to our young women who take the college degrees.

Finally, more buildings upon the college campus are imperative. Very few people know that the many departments of the college are being operated in the old buildings of the former Florida State College. Dormitory rooms were converted into Domestic Science laboratories, studios for the vocal and instrumental teachers, and studios for the teacher of painting and drawing. Two frame buildings adjoining the campus were bought from the meagre means at the command of the Board of Control, and in these are cramped a kindergarten school, the four-grade model school, the gymnasium, swimming pool, and studio for the teacher of elocution and physical culture.

Therefore, a building for the fine arts, including an auditorium and library, and more recitation roms for the new departments of the college, must be provided; and, if the College is to continue to grow there must be one additional dormitory added to provide for at least 150 more pupils. During the past year many of our students had to find accomodation in town, there not being room in the dormitories on the campus for their use. With these needful enlargements of our facilities there is not

the least doubt but that 500 young women will be in attendance at the college within the next year or two.

It is believed that our Legislators will be swift to recognize these needs and will speedily provide a way to supply them. They can not do less, for they must know that women, more than men, exercise the greatest influence upon society and citizenship, since it is the home in which originate the forces that determine the character of the community, the State and the Nation. Education of the mother means the education of the children. The State, in such an undertaking as this, owes it to herself to provide for the highest and best development of her women.

Respectfully submitted.

A. A. MURPHREE,
President.

FLORIDA SCHOOL FOR BLIND, DEAF AND DUMB.

St. Augustine, Fla., Nov. 15, 1906.

Hon. W. M. Hollaway,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—In compliance with your request, I beg to submit the following biennial report of the Institute for the Blind, Deaf and Dumb. This report, written by my predecessor, covers two calendar years, from July 1, 1904, to June 30, 1906.

As my incumbency as president of the Institute dates from the 1st of July last and school has been in session a little over a month, I can at this time only give you a brief outline of the future policy of the school under my guidance.

I beg to state that I have had charge of the literary department of the school for four years, and my aim was, and will continue to be, to reach the greatest possible intellectual, moral and practical efficiency attainable within the scope contemplated by the State for the amelioration and elevation of the children who have by the loss of speech and hearing, and sight, become wards of the State. I will seek to establish a higher standard, and I am not claiming too much when I say that the educational department has already attained a fair rank amongst similar schools of other States. I will endeavor to keep abreast of educational movements, and every new or suggested improvement will be carefully studied.

The methods of instrutcion will be practically the same as in the past.

More attention than previously will be given to the industrial department and it is my intention to bring this department up to some degree of excellency.

The teaching of habits of industry, of promptness and obedience, the training of the hand and the eye in the use of tools, the exercise of judgement in the use of materials, the development of any latent talent for mechanical work, and the confidence gained by the pupil in his ability to do good work, are some of the most important objects kept in view in the conduct of this department.

For other information, and financial exhibits, I again respectfully refer you to the appended report.

Yours very truly,
A. W. WALKER,
President.

REPORT OF THE PRINCIPAL.

To the Board of Control:

Gentlemen:—Below I have the honor to submit my third biennial report, covering the period ending June 30, 1906. Counting from the opening of the Institute in the year 1885, this would make the tenth biennial report.

ATTENDANCE.

The enrollment covered by this report has been 107. Of this number 70 were deaf and 37 blind. The enrollment for each year of the biennium was 88.

Last year 19 present the first year dropped out, but 19 new pupils took their places. Eight pupils had become of age, one moved from the State, one was physically unfit, and ten were kept at home through indifference or because their services were desired.

HEALTH.

Usually the health has been excellent. However, the past year has shown several cases of continued fever, brought from malarial sections of the State. These required the careful daily visits of the doctor through two months. In December, as you will recall, we had a threatened epidemic of diphtheria. Fortunately only three cases developed. These were isolated and a trained nurse employed. Later in the season we had a number of cases of tonsilitis and fever, all requiring medical attention. We are thankful to report that no case of sickness proved serious, and we had no deaths.

CHANGES IN CORPS OF OFFICERS AND TEACHERS.

Two years ago Miss Flora Dudley, who had been teacher of the blind for one term, resigned. Miss L. M. Burton was elected to fill the vacancy and remained throughout

the biennium. Miss Burton had ever been a most successful teacher in some of the best schools for the seeing in Tennessee, and had experience with the blind in the School at Nashville. Miss Cora Jack was elected as teacher of Deaf to take the place of Miss Agnes Steinke, who had accepted a position in the Iowa Institution. Miss Jack had enjoyed a five years' experience in the School for Deaf in Nebraska. Last year the Board of Control re-elected our entire staff of teachers and officers. Miss Thomason accepted, but later resigned and took work in the South Carolina Institution. Miss Jack also accepted, but was released by the Board at her request, a few weeks before our opening, to marry. Miss Lillard, who had been with us two terms, declined to return, accepting a situation in the Montana School. After considerable delay, we were fortunate to get all these vacancies filled in the deaf department. Miss Bessie Walker, of the Louisiana School for the Deaf, accepted the vacancy made by the resignation of Miss Thomason; but, owing to the yellow fever in New Orleans and Pensacola, could not assume her duties for six weeks.

Miss Walker, having been reared in an institution, was thoroughly familiar with teaching the deaf and fitted well into her new place. Miss Mary MacNamar, for five years with the Nebraska School for the Deaf, took the class left by Miss Jack. She also had charge of our whole school in the Physical Culture courses. Having been once a teacher in the Nebraska School for the Blind, Miss MacNamar proved a most acceptable, efficient teacher in this dual institution.

Miss Anna L. Douglass, for a number of years a successful teacher in the schools of New York, came to us from Northhampton, Mass., and took charge of the room left by Miss Lillard. She has shown wonderful teaching ability, and reflected credit upon the Clark School in training for oral work. Mr. Ernest J. Hendricks, a graduate of Gallandet College, was elected as Boys' Supervisor and Instructor of Printing in place of Mr. W. E. Pope, resigned, and has rendered efficient service. Later in the year Miss Clyde Langley, of this State, was elected as additional teacher in the blind department. Although without previous experience; Miss Langeley proved a valuable accession to our teaching force.

CHANGE OF NAME OF SCHOOL—NEW BOARD.

As is well known, the Legislature of 1905 abolished the special board of trustees who had managed the school for two years. The special act, popularly known as the "Buckman Bill," also changed the name from Florida SCHOOL for BLIND, DEAF AND DUMB, back to THE INSTITUTE FOR THE BLIND, DEAF AND DUMB.

The same act provided for one general Board of Control to manage this Institute, the University, Female College and Negro Normal. ffi

THE INSTITUTE PERMANENTLY LOCATED.

Last July, at a joint meeting of the State Board of Education and the Board of Control, the Institute was permanently located at its present site, near St. Augustine, on condition that the Board of Trade present deed to an additional twelve acres of land, lying just north of the State's present holdings. Although some delays have arisen, I am informed that the City of St. Augustine will in all probability have the deed for your approval at an early day.

WORK OF THE BIENNIUM.

In the main we have had no changes in our work. While our corps of workers has been changed from various causes, we have followed the usual routine and work of a State school, for the blind and the deaf.

Following the staute, we have aimed to give full-rounded education as far as possible. Although handicapped by blindness or deafness, partial or total, our boys and girls come to us with bodies, minds and hearts, to be developed, and trained. This school is the one *common school* of Florida for all such children. Having both classes, requiring different methods of instruction, we do the best we can for both the blind and the deaf. The Institution is open to all such, from six to twenty-one. We have endeavored to render honest, efficient service.

For convenience, our school is divided into three generel heads or departmnts, viz.: Literary, Industrial and Domestic.

LITERARY DEPARTMENT.

This covers the class-room work for the deaf and the blind. As the methods of instruction are entirely dissimilar ,we really have two different schools, with different teachers, but under one management.

In my previous reports I have spoken of the work of teaching the deaf. We first have to lay a foundation of language, before the pupil can take up any text-books. This is necessary, as the deaf child has absolutely no language.

Two methods or system of instruction are known, the manual and the oral. The first uses spelling or signs, the other, speech and lip-reading.

The war of methods goes on. This school, like most of the State schools for the deaf in the United States, is classed as "Combined." Under this system there is theoretically no hostility against, or partiality for, either the manual or oral; but really, as far as my study and observation go, the teacher of speech who believes in the *purely oral* method, works under very great difficulty in a Combined school. This is especially true in a small institution like ours, where it is impossible to separate the oral from the manual pupils. The whole institution atmosphere outside of the class-rooms is sign. However, we have tried to do all possible in teaching speech and lip-reading. Three of our teachers have been oral; but only one found it practicable to use the purely oral method. The course of study, so far as we have one, is only tentative, and is supposed to lead up to admission to Gallaudet College, our national institution at Washington, D. C.

As an evidence that our work for the deaf is good and improving, I offer two statements. For the first time in the history of the Institute, Florida will have a pupil in Gallaudet College next year, Miss Abbie Goff, of Suwannee county. And during the present term Superintendent Dobyns, of the Mississippi School, and Superintendent Connor, of the Georgia Institution, visited us, and endorsed our work.

In the blind class rooms, our pupils are like normal youth, as to language. The blind can use the same text as the seeing, if in raised print.

We continue to use the line letter and the New York point. Under Miss Burton's splendid teaching and discipline, these blind pupils have all done satisfactory work.

Taken as a whole, no equal number, whether blind or seeing, it is thought, can show greater progress.

All the pupils have had the opportunity to study music, vocal and instrumental, so far as one teacher could do the work. In April the pupils, under the teacher, Mr. Parks, gave a public recital that was largely attended and much complimented. We teach music not only for its educational, but for its industrial value.

INDUSTRIAL OR MANUAL TRAINING DEPARTMENT.

As stated in my last report we have but one trade. Our printing office affords instruction to six boys every day. Though poorly equipped, our School Herald, set up wholly by the deaf boys, learning the trade, compares favorably with similar publications. The educational value of printing to the deaf is universally acknowledged. Its language training, the formation of habits of attention, work, perseverance and application, all commend printing as an industry.

The other deaf boys have worked about the place. The deaf girls are taught all sorts of domestic work, sewing, dress-making and fancy work.

The blind receive instruction in bead work, basket weaving, sewing, hammock making, and three boys are learning to be piano tuners.

Both the blind and deaf boys, have to saw and bring in the wood, for all the buildings. We did hope to have added broom making; but failed to secure a competent instructor.

DOMESTIC DEPARTMENT.

We have had no changes in our domestic force. Under the direct management of the Principal and Matron, this department has furnished a happy home for teachers and pupils. The health, manners and morals of the children have been carefully looked after. Every effort has been made to supply suitable and abundant food, well-prepared, with all possible variety, the limitations of the market and institution life considered. As to the fare, we have the united testimony of teachers familiar with similar institutions, parents visiting us, and repre-

sentatives of your board. We calmly, confidently refer to these persons, as to the appearance of the pupils, and the happiness manifest in the institution. Teachers, supervisors, servants and all have co-operated.

NEGRO SCHOOL DEPARTMENT.

This has had no change of teachers during the period. In the main, the work is the same as in the white section. The hours for school, work, meals, study and recreation are the same. One bell calls the changes throughout the whole institution. All are taught to work.

Two of the deaf have learned shoe-making and do the repairs. Others cane chairs, make hammocks, sew,make dresses and are taught domestic work.

GARDEN, COWS AND HORSE.

The garden, small in space, has afforded us an abundance of fresh vegetables under the managementt of Mr. T. W. Graham, Sr. The three cows have furnished an average of 10 gallons of milk each day. The horse is useful not only for garden work, but is almost indispensible for general use. We are nearly two miles from the railroad, and too far from the city to have express and postal packages delivered. At a fair price for the vegetables and milk furnished, the garden and cows have more than paid the wages of the gardener and man-of-all-work and the cost of feed.

IMPROVEMENTS—ADDED EQUIPMENTS.

In the absence of all special appropriations, we have drawn on our support fund for only such minor improvements as seemed absolutely necessary. We have bought only appliances which seemed essential to our work in the various departments. 1. The entire plank walk on the north has been renewed. 2. New bath tubs have been placed in the dormitories. 3. The plumbing system has been overhauled, as occasion required. 4. Out of incidental gifts and collections a complete set of Young Folk's Library has been placed in our collection of books. 5. Books and appliances for the school rooms have been added as far as possible. We note that four Vibratory

conversation Tubes have been placed at the disposal of teachers of the deaf, so that proper efforts to utilize and develop the remnant of hearing will be made. 6. I gratefully acknowledge from the present Board of Control, one new piano, new desks for blind, and three typewriters formerly used at the abolished State College.

SOCIAL AND MORAL LIFE OF THE INSTITUTE.

With two exceptions, all our force live in the institution. We have allowed the pupils to mingle occasionally in social gatherings, under the care of the teachers and supervisors. THANKSGIVING DAY is a great day. For five years all have enjoyed a first-class dinner, the entire expense of which is met by our good friend, Mr. H. M. Flagler, who never fails to write the personal letter to his agent. CHRISTMAS, NEW YEARS and MAY DAY are holidays, and are occasions of social recreation and pleasure. While this is a state institution and no sectarian instruction is admissible, all efforts are encouraged to inculcate moral and religious principles, according to the known wishes of parents. Besides Sunday School and two Christian Endeavor Societies in the school, attendance at the various Churches is allowed, consistent with good discipline and the preferences of the patrons.

STATISTICAL TABLES AND FINANCIAL DATA.

For fuller information in detail as to ATTENDANCE, EXPENDITURES, COST OF SEPARATE ITEMS, COST PER PUPIL, etc., I respectfully refer to the APPENDIX.

All groceries are bought on competitive bids. Strict economy has been practiced in the purchase and use of supplies. Business methods have been followed, at the same time refusing nothing essential to the comfort, and progress of the pupils. These tables are confidently submitted to the judgment of a business board and a fair-minded public.

GREAT AND PRESSING NEEDS.

You are respectfully referred to my last two biennial reports, for my views and convictions on this subject. In my last report in substance, I recommended:

1. New buildings, fire-proof, properly equipped for the industrial as well as literary training of Florida's deaf and blind.

2. A PER CAPITA ANNUAL APPROPRIATION of $200 PER PUPIL, FOR SUPPORT AND INSTRUCTION.

3. Special appropriations for special needs and improvements, so as to not draw upon the Annual Appropriation for Support and Maintenance.

For facts and arguments that these requests were reasonable and modest, please read said report. I can not say anything stronger, except that time has added emphasis.

That the needs and claims were pressing, was recognized by the press and many school boards. Governor Broward in his message endorsed every recommendation of my report. The Visiting Committee, with such a conservative statesman, as Dr. E. S. Crill, unanimously endorsed my report, and recommended immediate relief. A bill known as the Zim bill passed the Senate with only one adverse vote. In the House it was held in committee, pending the discussion and passage of the Buckman Bill. Amended to suit the changes to follow, it was favorably reported by the committee, but too late in the session to pass.

No one conversant with the facts would deny that, but for the belief that this school would receive sufficient funds, under the Buckman iBll, for new buildings, the Zim Bill granting special relief under the Board of Control, would have passed the House. It is truth to say that the supporters and opposers of the new regime were all in favor of adequate provision for the one *common school* for the deaf and the blind.

We are still housed in the same wooden buildings, heated by wood heaters, and lighted by kerosene lamps. It is hoped that electric lights will be provided from the electric light plant recently installed. Everything, including garden and negro school is crowded on less than five acres. If the Legislators could all see the conditions as described by their visiting committees, we would not have again to wait till the fight for and against the state colleges was settled. The public has not yet come to a recognition of the difference between this school and the other state schools.

Whether the state should maintain one, four or seven

institutions for *higher education,* has nothing whatever to do with the necessity of one good *grammar school,* with provision for industrial training, for all the deaf and the blind. If every college, private and state, was closed, the seeing and hearing boy would still have the local and county high school. His deaf or blind brother has only this one, to stand between him and a life of wretched dependence. For convenience and economy, public policy has found it best to have only one school like this in a sparsely populated state. Yet it needs to be shown that this one common school at St. Augustine, is as much a *county* school as if located in any other county.

Wishing the Board of Control and the coming administration success beyond all the past, I return thanks for your consideration and co-operation.

Respectfully submitted,

WM. B. HARE, Retiring Principal.

Florida Institute for Blind, Deaf and Dumb.

APPENDIX.

ATTENDANCE.

	1904-1905.			1905-1906.		
Whites—	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Deaf	17	22	39	18	23	41
Blind	10	12	22	11	14	25
	27	34	61	29	37	66
Negroes—						
Deaf	12	6	18	10	5	15
Blind	7	2	9	5	2	7
	19	8	27	15	7	22
Total attendance			88			88
Average attendance			85			80
Percentage of average attendance of the enrollment			96 per cent.			90 per cent.

ATTENDANCE BY COUNTIES.

	1904-1905.	1905-1906.
Alachua	10	10
Baker	1	1
Bradford	2	3
Calhoun	1	1
Citrus	0	1
Columbia	1	1
Dade	5	9
DeSoto	1	1
Duval	10	9
Escambia	4	3
Holmes	3	0
Gadsden	1	1
Hillsborough	8	8
Jackson	1	1
Lake	0	4
Lee	1	1
Levy	1	1

Madison	1		1
Marion	10		8
Monroe	3		2
Pasco	1		1
Orange	3		1
Jefferson	1		0
Osceola	0		2
Polk	5		8
Putnam	1		1
Nassau	1		1
Santa Rosa	1		0
Suwannee	5		2
Washington	1		1
Volusia	3		3
Leon	1		1
St. Johns	1		1
	88		88

FINANCIAL.

BIENNIUM FROM JULY 1, 1904, TO JULY 1, 1906.

Resources and Expenditures.

1904-1905.

July 1, 1904.—Balance of Appropriation of 1903, (see last Biennial Report, page 17.)	$	13,256.82
July 1, 1905.—Total expenditures for year ending June 30, 1905, as per vouchers filed monthly with the State Comptroller		13,254.49
Balance of appropriation	$	2.33

1905-1906.

July 1, 1905.—Board of Control appropriated for year ending June 30, 1906	$	15,000.00
Resources available to June 30, 1906		15,002.33

July 1, 1906.—Total expenditures for yeear ending June 30, 1906, as per vouchers filed with Board of Control at the end of every month	14,285.66
Balance of Appropriation made by the Board of Control not used	$ 716.67

	1904-1905.	1905-1906.
COST PER PUPIL FOR YEAR, including all expenditures, except amount for building and improvements.	$155.50	$162.11
Provisions, cost per year	41.47	40.24
Provisions, cost per month	5.18	5.03
Provisions, cost per day	.17	.16
Provisions, cost per meal	.05 2-3	.05 1-3
Medicine and medical attention for year	2.76	6.30
Laundry supplies for year	1.57	1.92
Clothing and shoes for year	2.51	3.47
Transportation for year	6.04	6.47
Fuel for year	7.60	7.26
Books and school supplies for year	1.40	2.15
Miscellaneous for year	1.77	2.03
All supplies for year	64.84	77.46
All supplies, cost per month	8.10	9.68

CONTRASTS.

Average attendance at all the schools for *deaf* in U. S. for the year 1899-1900, about	245
Average attendance at this institute for 1904-1905	85
PER CAPITA COST AVERAGE at all schools for *deaf*	$250.00
PER CAPITA COST AVERAGE at all schools for *blind*	260.00
PER CAPITA COST AT THIS SCHOOL (*deaf* and *blind*), 1904-1905	155.50
Alabama, 237 attendance, makes a PER CAPITA ALLOWANCE of	230.00

THE FLORIDA STATE NORMAL AND INDUSTRIAL SCHOOL.

("Colored Normal School")

Tallahassee, Fla., Oct. 27, 1906.

Hon. W. M. Holloway, Superintendent,
Educational Department State of Florida,
Tallahassee, Fla.

Dear Sir:—In reply to your request of the 4th inst., I have the honor of herewith transmitting to you a report of the Florida State Normal and Industrial School ("The Colored Normal School") for the biennium ending July 1, 1906.

RECEIPTS AND DISBURSEMENTS.

1. Receipts for the year ending July 1, 1905, from—			
	(a) Morrill Fund	$12,500.00	
	(b) State Appropriation	1,000.00	
	(c) Contingent Fund (Sale of industrial products)	726.58	
	(d) Balance on hand July 1, 1904.....	5.23	
			$14,231.81
2. Receipts for the year ending July 1, 1906, from—			
	(a) Morrill Fund	$12,500.00	
	(b) Educational Fund..	3,735.92	
	(c) Incidental Fund (a. sale of industrial products)	552.74	
	(b) Insurance	5,385.84	
			$22,174.50
Total receipts for biennium			$36,406.31
3. Disbursements for the year ending July 1, 1905, from—			
	(a) Morrill Fund (salaries and facilities)	$12,500.00	
	(b) State appropriation		

(plant improvement)	1,005.23	
(c) Contingent fund (janitors, gas, telephone)	726.58	
(d) Deficit (paid from Educational Fund).	496.01	
		$14,727.82

4. Disbursements for the year ending July 1, 1906, from—

(a) Morrill Fund (salaries,, facilities) ...	$12,500.00	
(b) Educational Fund (plant improvements)	3,239.91	
(c) Incidental Fund (a, new academic building)	2,300.00	
(b, janitors, gas, telephone)	561.68	
		$18,601.59
Total disbursements for biennium		$33,329.41

SUMMARY.

Total Receipts	$36,406.31
Total disbursements	33,329.41
Balance on hand July 1, 1906	$ 3,075.90

2. ATTENDANCE.

1. Enrollment for first year of biennium—

(a) Preparatory School	132	
(b) Normal School	143	275
(c) Florida Counties represented...		36

2. Enrollment for second year of biennium—

(a) Prepapartory School	136	
(b) Normal School	144	280
(c) Florida Counties represented...		31

3. Total graduates from Normal School for the biennium 40 40

REMARKS:—Under the sympathetic and efficient management of the State Board of Control and the State Board of Education, the school is prospering as never before. Each phase of its work is gradually being enlarged and perfected with the view to making it as good as the best of its type. In addition to a first-class Academic course that easily places it in the rank of the best secondary schools, this school offers practical instructions in seventeen industries. Each student is required to take at least *one* of these industries.

Agriculral instruction is being more and more made an especial feature. The various branches of Agriculture are taught not only as an industry for a few, but also as a regular academic subject for all. In this department, the students do the actual routine farm, dairy and garden work.

Like all progressive instiutions of learning, this school has needs not a few. These are the most urgent: A modern horse and dairy barn, a domestic science building, a hospital building, an auditorium, and four teachers' cottages—all of which can be secured for $25,000, a small sum in view of the amount of efficiency it will add to this center of educational uplift for the negro citizens of this rapidly developing State. It is sincerely hoped that the incoming Legislature may place such an appropriation at disposal of the Board of Control as to enable it to meet these imperative needs.

Mr. Andrew Carnegie has agreed to give this school $10,000 for the erection of a library building, plans for which are now in his hands for approval. In this connection, I might add that through the kindness of Northern and Southern friends our school library is being restored. We are hoping to go into the library with a larger stock of books than was in the library that was burned December 31, 1905.

Thanking you for your uniform personal and official courtesy, I respectfully submit this report.

NATHAN B. YOUNG, President.

COLORED NORMAL SCHOOL

CHAPTER VIII.

OTHER INSTITUTIONS OF LEARNING.

JOHHN B. STETSON UNIVERSITY—FOUR COLLEGES AND FIVE TECHNICAL SCHOOLS.

DeLand, Florida.

Affiliated With the University of Chicago.

THE ORGANIZATION.

The organization includes four colleges and five schools.

A College of Liberal Arts whose standards of admission and scholarship are so high that the University of Chicago entered into organic affiliation with it in recognition of its standard. Full credit is given in either institution for work done in the other.

The College of Law, whose graduates receive degrees and are admitted to practice law in the courts of Florida without examinatoin, in accordance with a special law of the Florida Legislature to that effect, in recognition of its excellent work.

The College of Technology, modeled after that at Columbia, New York City, on its theoretical side, and the Massachusetts Institute of Technology on its practical side. The equipment of shops and apparatus for this college is especially fine.

A Business College, whose excellence admitted it into the Eastern League, composed of a select number of the high grade business colleges of the Eastern States.

A Preparatory Academy that offers a four-year college preparatory course, and whose graduates are expected to enter, and do enter, the best universities of the land—Harvard, Chicago, Yale, Michigan, Cornell, Pennsylvania.

A Normal School and Teachers' College designed especially to prepare teachers for Florida schools. It has

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INTENTIONAL SECOND EXPOSURE

ELIZABETH HALL—Stetson University

in connection with it a well organized Model School, including a Kindergarten, Primary School and select Grammar School.

A School of Mechanic Arts, intended to qualify young men for the vast industrial developments unfolding in Florida.

A Music School, organized on the high plane of the great conservatories where the highest standards are set, and where excellence and quality only are honored.

A School of Fine Arts.

UNIVERSITY DEPARTMENTS AND COURSES.

I. The College of Liberal Arts.

1. The Department of English Language and Literture.
2. The Department of Latin Language and Literature.
3. The Department of Greek Language and Literature.
4. The Department of German Language and Literaturee.
5. The Department of French Language and Literature.
6. The Department of Spanish Language and Literature.
7. The Department of Philosophy and Education.
8. The Department of History and Political Science.
9. The Department of Sociology and Economics.
10. The Department of Mathematics and Astronomy.
11. The Department of Physics and Mechanics.
12. The Department of Chemistry.
13. The Department of Biological Science.
14. The Department of Geological Science.
15. The Department of Public Speaking.
16. The Department of Physical Culture and Athletics.

II. The College of Law.

III. The College of Technology.

The Department of Civil Engineering.

The Department of Mechanical Engineering.
The Department of Electrical Engineering.
The Department of Chemical Engineering.

IV. The Business College.

The Bookkeeping Course.
The Banking Course.
The Shorthand Course.

V. The Preparatory Academy.
The Classical Course.
The Latin-Scientific Course.
The Scientific Course.
The Literary Course.
The Elocution Course.
The Physical Culture Course.

VI. The Normal School and Teacher's Colllege.

The Teacher's Review Course.
The Kindergarten Course.
The Two Years' Normal Course.
The Teacher's College Course.

VII. The Schoool of Mechanic Arts.

The Wood Working Course.
The Iron Working Course.
The Manual Training Course.
The Domestic Science Course.

VIII. The School of Music.
The Vocal Music Course.
The Instrumental Music Course.
The Theory of Music Course.

IX. The School of Fine Arts.

The Beginner's Course.
The Advanced Course.

THE TEACHING STAFF.

There are fifty-two professors, officers and assistants The heads of departments are specialists in their subjects.

They hold degrees from the University of Chicago, Harvard,, Yale, Columbia ,Michigan, Bucknell, Bowdoin, Dennison, Kalamazoo, Wake Forest, Utrecht-Holland, Toronto and other institutions. They are men and women of sterling, Christian character, and take an active interest in student, religious, social, literary, musical, dramatic and other organizations.

THE PROPERTY.

The University owns one thousand and twenty-three acres of land. It occupies a campus of twenty-eight acres. It is housed in fifteen buildings, erected in this chronological order: DeLand Hall, a Servants' Cottage, Stetson Hall, the President's House, the Gymnasium, the Laundry, the central portion of Elizabeth Hall, the Academy wing of Chaudoin Hall, the College wing of Chaudoin, the Auditorium or south wing of Eliazbeth Hall, the north wing of Elizabeth Hall, East House, Science Hall, the Central Heating and Lighting Plant and Conrad Hall.

These buildings have cost nearly $300,000. The University possesses in addition nearly a quarter of a million dollars in endowment which is well invested, an endowed library of thirteen thousand volumes that is rapidly growing, a separate law library, a beautiful chapel with costly furnishings, including stained glass windows, seven oil paintings and a $10,000 pipe organ, a comprehensive and well arranged museum, ten laboratories for chemistry, physics, biology, bacteriology and general science, a large assortment of costly appliances, well equipped iron and wood working shops, a spacious campus, indoor gymnastic apparatus, an enclosed athletic field, runnning track, tennis courts, baseball diamond and football field, and has nearby facilities for golf, swimming, rowing and other sports.

The University is equipped with electric lights, electric bells, steam heat, cement walks, shell roads, broad avenues, shrubbery and trees.

THE CAMPUS.

The Campus of twenty-eight acres is situated on high land in the northern part of DeLand, a half-mile from the centre of the town. The fifteen buildings are groped

on this Campus. It is intersected by Woodland Boulevard and Minnesota avenue, and is bounded by a number of streets. The Boulevard is very wide with a fine line of live oaks down the centre of it, on one side a shell road, on the other a pinestraw road and both sides bounded by cement walks.

Live oaks line the University streets; in one corner of the Campus there is a grove of water oaks, in another a grove of pine trees, and scattered over the Campus are numerous trees and pieces of shrubbery, including orange, grapefruit, peach, umbrella, camphor, Chinaberry, wild cherry, live oak and pine trees; date palms, palmettoes, Spanish bayonets, bamboo, holly, jessamine, poinciana, poinsettia, oleanders, lilies, Mexican vines, trumpet vines, ivy in profusion, amaryllis, a rose garden and lawns of Bermuda and St. Augustine grass.

ATTENDANCE, SCHOOL YEAR 1905-06.

College of Liberal Arts	77
Department of Law	30
School of Technology	25
Academy	119
Normal School	47
Model School	95
Business College	58
Schoool of Music	144
School of Art	19

VERANDA OF CHAUDOIN HALL—Young Women's Dormitory

ROLLINS COLLEGE.

Winter Park.

Founded in 1885; present charter granted in 1895.

Location, Winter Park, five miles north of Orlando, on the Atlantic Coast Line and Seaboard Air Line Railways.

Departments—College, Academy, School of Music, School of Expression, School of Fine Arts, School of Domestic and Industrial Arts, and Business School.

Faculty—Twenty instructors, prepared in the leading Colleges and Universities of the United States and Europe.

The Campus—Twenty acres, beautifully located on one of a chain of four lakes; nine buildings, lighted by electricity and provided with heating apparatus; separate outside room for each student; pure water from deep well.

Athletics—Commodious and well-equipped gymnasium, excellent athletic field, boathouse with some fifteen shells and skiffs, tennis courts, golf links, football, baseball, track and field work.

Character—Thoroughly Christian but undenominational, both in control and spirit.

Attendance—Two hundred pupils, equallly divided betweeen the sexes, from Florida, other Southern States, all parts of the North and Cuba.

THE COLLEGE.

The following are the requirements for admission to the Freshman class: 1, English; 2, Arithmetic; 3, Geography; 4, American History; 5, Elementary Algebra; 6, Physiology and Hygiene; 7, Biology; 8, Elementary Physics; 9, Elementary Chemistry; 10, Plane Geometry; 11, Ancient History; 12, Ancient and Modern Languages (four years for admission to the Scientific Course, and seven years for admission to the Classical Course). For admission to the Scientific course the following additional subjects are required: 1, Civil Government; 2, English History; 3, Elementary Astronomy; and 4, Physical Geography.

A candidate may be admitted to the college even though deficient in one, or at the most two, of the fore-

going subjects, but will not be graduated until the deficiency has been removed.

Pupils who have successfully completed the "Standard Course of Study for the Public High Schools of Florida," as set forth by the High School Commission, are eligible for admission to the Freshman class. In the case of such High Schools as have been duly accredited, their graduates will be accepted on certificate without examination.

The degree of Bachelor of Arts is given on the successful completion by the student of work covering one hundred and thirty-six points, *i. e.* an average of seventeen recitations a week for eight semesters.

Points are credited according to the number of times a week a course is given during a semester. Thus, five points would mean five recitations a week during one semester, and ten points would mean five recitations a week during two semesters. A year's work, in most cases, covers thirty-four points, or seventeen points, a semester for two semesters; students exceptionally well prepared, or of exceptional ability, diligence and good health, may, by vote of the Faculty, be allowed to take twenty periods of recitation weekly.

The courses leading to the degree are comprised in two groups: Required Courses, ninety-seven points, and Elective Courses, thirty-five points. A thesis, embodying the results of original investigation, must be presented by the student and accepted by the Faculty before the degree will be granted; the theses will be credited with four points.

THE ACADEMY.

The Academy is intended primarily as a fitting-school for Rollins and other colleges, but it provides also facilities for a general education for such as are unable to take a college course. No one will be admitted as a student who is less than fifteen years of age, unless by special arrangement.

Two courses of study are offered, the Classical and the Scientific, which are alike in requiring English, History, Algebra, Plane Geometry, and Physiology and Hygiene, and differ as to Latin, Greek, Modern Languages, and Natural Science.

Upon the satisfactory completion of either of these courses of study the student will receive a certificate of graduation, and may be admitted to the Freshman class of Rollins College without examination.

A student may be admitted to advanced standing (1) on examination, or (2) on the presentation of a duly attested certificate of the applicant's previous course of study. The ultimate grade of students admitted to advanced standing will depend on the quality of work done.

A sub-preparatory department is maintained for the present, in which students who are deficient in these branches may receive instruction in English Grammar, Reading, Writing, Spelling, Arithmetic, Geography and American History.

No student may take less than seventeen, or more than twenty, recitations per week, without special vote of the Faculty.

THE SCHOOL OF MUSIC.

The School of Music employs four teachers, and has fifteen pianos.

A diploma is granted upon the satisfactory completion of the regular courses in (a) Piano, Harmony, Theory and Musical History, or (b) Voice Culture, Piano (Grades I. and II.), Harmony, Theory and Musical History. Those students who are unable to take a regular course may be admitted to special work with the permission of the Faculty.

Class instruction, both in the elements of sight-singing and in the proper rendition of hymns, is open to all students of the college free of charge. Candidates for graduation from the School of Music must present a certificate of having completed the course in some approved High School or its equivalent.

A Chorus Class exists for the study of the best choruses and oratorios; its work is shown to the public in several concerts given during the year. Special drill is given in accompaniment and ensemble work, if desired. There are also an orchestra and a mandolin club in connection with the School of Music.

THE SCHOOL OF EXPRESSION.

Courses are given in Voice Culture, Philosophy and

Technique of Gesture, Literary and Dramatic Interpretation, Recitation as an Art, Shakespearean Plays, and How to Teach Reading (form normal students). Candi- Ho wto Teach Reading (for normal students). Candidates for graduation from the School of Expression must present a certificate of having completed the course in some approved high school or its equivalent.

THE SCHOOL OF FINE ARTS.

A three years' course is offered at the satisfactory completion of which a certificate is granted.

For those students who do not take the regular course, special work is provided, which includes in struction in outline work, charcoal, and pen and ink work, painting in both oil and water colors, and china painting. An elementary course, extending throughout one semester, is offered free of expense to the students of the Academy.

There is a class in landscape drawing which works out of doors Wednesday afternoons. The remarkable attractions of the country around Rollins College makes out of doors sketching very enjoyable.

The Studio is a separate and handsome building, furnished with abundant material for good work.

In connection with the department of Industrial Arts, illustrated talks are given on the History of Art and Architecture; the History of Ornament, the History of Applied Design, Methods of Work in Metals and Antique Metal Work.

THE SCHOOL OF DOMESTIC AND INDUSTRIAL ARTS.

Cooking.—Twelve complete individual outfits have been provided for the cooking class, special attention being given to the conditions of housekeeping in Florida, and to the artistic serving of meals.

Sewing.—Models are made of basting, running, overhanding, backstitching, hemming, French seaming, felling, gathering, the making of button holes and various kinds of darning and patching. In addition to the foregoing varieties of hand-work, instruction is given in the use of the sewing machines. This course is preparatory to the course in drafting and dressmaking.

Dressmaking.—

Basketry.—The course in basketry consists of twelve lessons, as follows: 1, single reed mats; 2 and 3, double reeds in variously shaped baskets; 4, triple weave; 5 and 6, reed and raffia in colored designs; 7 and 8, coiled raffia baskets, colored designs; 9 and 10, Florida grass baskets; 11 and 12, braiding in raffia and palmetto for hats.

Sloyd Work.—Elementary wood work and carving, pyrography, use of simple carpenter tools.

Home Decoration.—Lessons to show the possibilities of common materials, lath, corn-sacks, matting, etc.; talks on artistic homes.

Wood-working.—Designs and execution of designs for furniture, frame, fire-boxes, plate-racks, etc.

Metal-working.—Designs and execution of designs for repousse in copper, silver, brass or pewter, trays, panels, door plates, bowls, jugs, etc.

Architectural and Mechanical Drawing.—

THE BUSINESS SCHOOL.

Three courses of study are offered: (a) the Commercial Course, (b) the Shorthand Course, and (c) the Telegraphy Course. Students of average ability, who are willing to apply themselves assiduously, may expect to complete any one of these courses during the college year. Upon satisfactory completion of a course a certificate is granted.

A complete banking and office equipment has been established in the rooms of the Business School, by means of which the students of the Commercial Course are organized into a business community, each doing a face to face business with his fellows and with the wholesale and jobbing houses represented by the offices. An advanced course in higher accounting is offered during the second year, in which the student is given a thorough training in American National Banking, Corporation accounting, partnership settlements, the adjustment of deranged accounts, the Voucher System as applied to mercantile and manufacturing business, etc.

COURSE FOR TEACHERS.

A two-months Review Course for Teachers is given each year, during April and May.

The object of this course is to furnish the students of Rollins College and any others who may wish to take the June examination for teachers an opportunity to review all the studies required for first and second grade certificattes—Civil Government, Theory and Practice of Teaching, United States History, Physiology, Physical Geography, English Grammar and Composition, and Arithmetic—and to drill them in the most effective and approved methods of teaching.

Members of this class may also take any other work in the College or Academy for which they may be fitted, without charge.

Teachers in the public schools of Florida, properly certified as such by County Superintendents or principals, will be given free tuition and room rent for this Course.

EXPENSES.

COLLEGE.

Board, room and tuition, per year	$190 00

ACADEMY AND BUSINESS SCHOOL.

Use of typewriter for practice, one period, daily per semester	5 00

SCHOOL OF MUSIC.

Piano, half-hour lessons, twice a week, per semester	17 00
Voice culture, two lessons a week, per semester.	17 00
Violin or Mandolin, half-hour lessons twice a week, per semester	17 00
Harmony, Theory, Musical History, per semester, each	3 00
For any two	5 00
For all three	7 00

SCHOOL OF FINE ARTS.

Black and White work, Color work or Modeling. Three lessons per week, of one hour each, per semester	17 00
Sketch class	Free

SCHOOL OF DOMESTIC AND INDUSTRIAL ARTS.

Cooking, Basketry, Sloyd Work, Home Decoration, Wood Working, Metal Working (each)..	5 00
Architectural and Mechanical Drawing.....	17 00

Lessons in Cooking and Basketry and Sloyd Work and Home Decoration are free to those who are enrolled in other departments.

SCHOOL OF EXPRESSION.

Private lessons twice a week, per semester.....	17 00
Class lessons twice a week, per semester.....	10 00

COURSE FOR TEACHERS.

Tuition for eight weeks.....	Free
Board and room, eight weeks.....	24 00

Several scholarships, covering the cost of tuition, are available for students of superior character and ability who may need such assistance, and work is given to a number of young men and women on the Campus and in the Dining Hall, in partial or entire payment of their bills.

REVIEW OF THE BIENNIAL PERIOD.

During the last two years Rollins Colllege has raised and invested an Endowment Fund of $200,000, and has paid a debt of $30,000. It has also added an Art Studio to its list of buildings, and largely increased the number of its students.

Respectfully submitted,
WILLIAM F. BLACKMAN,
President.

SOUTHERN COLLEGE—SUTHERLAND.

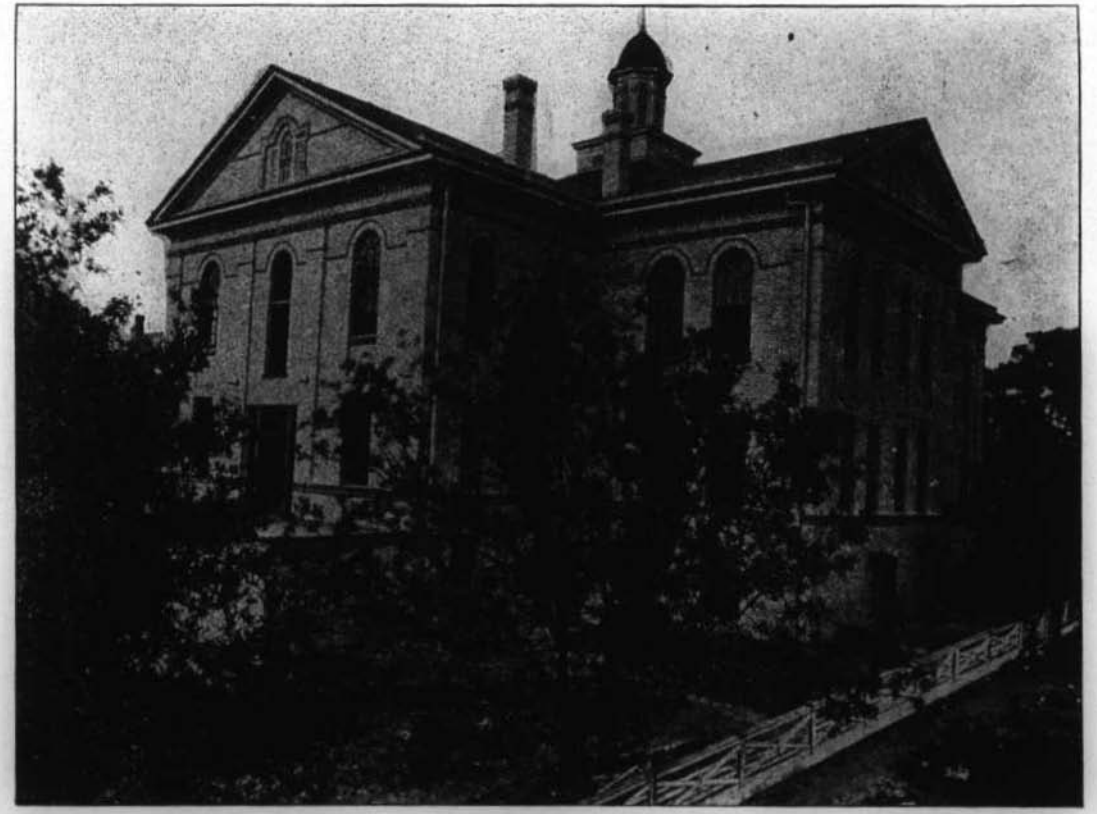
In Florida's educational growth, nothing has been more significant than the marked development of Southern College, until last year, known as the Florida Seminary. founded at Sutherland in 1901, by the Florida conference of the Methodist Episcopal Church, South, to provide for the Christian training of the young people of the Church and the State, its forward movement has been unchecked. Recently the name has been changed, the curriculum raised, the faculty strengthened and material improvements added, until now the institution is on a par with the best colleges of the South. The present year begins with the largest attendance ever enrolled so early and all departments are doing strong work. A spirit of progress is in the air.

Sutherland is an ideal site for a colleege. A small village on the beautiful Gulf, surrounded by health-giving pines, free from all contaminating influences, it furnishes that quiet and inspiring atmosphere in which the best academic spirit flourishes. The plant consists of 400 acres of land and three commodious and well appointed buildings, costing $65,000.00, $35,000.00 and $32,000.00, respectively. This is in addition to other buildings which are not owned by the college, but which have been pressed into service for dormitory purposes.

The college opened this year with an enrollment of 235. In a few days the number reached 265, and is still increasing. The work of the students is directed by a faculty of 17 teachers of the best college and university training. Full college courses are offered with sufficient library and laboratory facilities to do effective work. In addition, students are taken in the Sub-Freshman Department from the primary grades up, and are given the very best preparatory training.

The Normal Department is under the direction of Prof. E. W. McMullen, of the Uninversity of Nashville, and the Peabody Normal. Adequate instruction is given those making definite preparation to teach.

A Summer School has been established for the benefit of students wishing to do extra work and for teachers.



SOUTHERN COLLEGE—Administration Building

SOUTHERN COLLEGE—Girls' Dormitory.

This begins the third Wednesday in June, and lasts for six weeks.

For some time the College has been endeavoring to establish a Conservatory of Music, giving the best advantages to music lovers in the South. This may now be said to have been accomplished. This feature of Southern's work has been attracting especial attention from the public. Dr. Hans Christian Wulf, the Director, is an honor graduate of the University of Leipsic and holds a medal won in a contest with the Dresden Conservatory and the Royal Conservatory of Berlin. The Voice Department is in charge of Mrs. R. H. Alderman, of the Peabody and Denver Conservatories, and work of a high grade is being done. Especial attention is given to the Department of Stringed Instruments. In the Conservatory, in addition to the regular courses, normal instruction is provided for the benefit of those wishing to become teachers.

The College has secured a graduate of the Curry School of Expression to take charge of the Department of Elocution. Physical Culture of the saner sort is a part of this course.

The Art Department of Southern College is under the direction of Professor Francesco Tortorici, who is an Italian artist of considerable reputation, both in his own country and in the United States. He is a graduate of the Royal Institute of Fine Arts at Palermo, and holds four medals won in international contests. Several of his pictures are on exhibition in the Royal Art Gallery at Rome.

Southern College has passed beyond the experimental stage, and is now an assured success. Each year has seen an increased enrollment and a great improvement in the class of work done. It has come to be recognized as a permanent factor in the educational life of Florida and of this section of country. It is an institution with a mission which it is endeavoring to perform, an ideal to which it is striving to attain.

Respectfully submitted,

S. W. WALKER,
President.

PRESBYTERIAN COLLEGE OF FLORIDA

College of New Synod of Florida.

BOARD OF TRUSTEES AND DIRECTORS:

Rev. Lawrence Monfort Stevens.....*President.*
Rev. W. B. Y. Wilkie.....*Vice-President.*
Mr. Charles H. Newell.....*Secretary.*
Hon. Henry W. Bishop.....*Treasurer.*

Rev. Francis Lee Goff,	Rev. Clarence H. Ferran,
Mr. E. L. Ferran,	Mr. David L. Thrasher,
J. W. McDowell, M. D.,	Rev. Herman A. Goff,
Mr. John N. Gamble.	Rev. James Coffin Stout,
William P. McKee, M. D.,	Rev. Thomas P. Hay,

Rev. Caleb E. Jones.

FACULTY:

Rev. Herman Arthur Goff, M. A., President and Professor of Psychology and of the English Language and Literature.

Rev. Francis Lee Goff, Potter Professor of the Bible and Moral Science.

Rev. Albert Winthrop Pierce, B. D., Professor of Greek and Latin.

William A. Cate, M. S., Professor of the Natural Sciences and of Pedagogy.

Miss Lurana Franklin, M. A., Professor of Mathematics.

Miss Helen Sarah Norton, M. A., Professor of History and Political Economy.

Miss Emily P. Hartshorn, Instructor in Instrumental Music and Vocal Music.

Miss Edna Bosard, Instructor in Art of Expression and English.

Mrs. William A. Cate, Matron.

Miss Carrie Freeman, Instructor in Business Department.

OPENING OF THE COLLEGE.

The Presbyteries of East Florida and South Florida met together at Eustis in April, 1905, and took unanimous action endorsing the College. A citizen of Eustis purchased the former Seminary property and placed the title deeds in the hands of the Trustees. This noble contribution was followd by other generous gifts, with a liberality that did not halt at self-denial and sacrifice.

The first session of the Presbyterian College of Florida began on October 4, 1905, with College, Normal, Preparatory and Music Departments.

THE LAKE REGION OF CENTRAL FLORIDA.

This part of Florida is elevated, healthful and attractive. It contains a chain of large lakes drained by the picturesque Ocklawaha which empties into the St. Johns River.

Lake county itself, having over eleven hundred lakes, is situated in the central portion of the highland section and the town of Eustis lies near the middle of the county, on Lake Eustis, 150 miles south of Jacksonville.

The population is composed of the large numbers of those who migrate every winter to the land of sunshine and flowers, in addition to the larger numbers of all-the-year-round residents.

The mild and healtfhful climate of this part of Florida, the tremendously increasing business activities in all the South and the desire to escape the rigor and discomfort of the Northern winters are drawing great numbers of new residents. To meet this movement our Church stands ready to welcome the youth and train them for lives of the highest usefulness. The large number of such students will find at Eustis the opportunity to acquire a thorough college education.

The wholesome moral atmosphere sourrounding the students is one of the great advantages of this location. There are no saloons in the county.

The year has been crowned with blessings. The work has been successful in all departments of the College. In vocal and instrumental music there has been excellent progress. No sickness among the students. Fifty students in attendance the first year.

EXPENSES.

The following bills are payable by the term in advance:

Tuition for one term in College department	$24 00
Tuition for one term in Preparatory department	16 00
Tuition for the year in College department	48 00
Tuition for the year in Preparatory department	32 00
Room rent for one term	10 00
Room rent for one year	20 00

INSTRUMENTAL AND VOCAL MUSIC.

One lesson a week for one term	8 00
Two lessons a week for one term	16 00

COLLEGE HALL—Presbyterian College of Florida, Eustis

JASPER NORMAL INSTITUTE.

Jasper Normal Institute was founded in 1890, and has had a remarkably successful growth. During that period over two thousand young men and women of Florida, Georgia, Alabama and the Carolinas have received a part or all of their education within its walls. Its graduates can be found in positions of trust and responsibility in nearly every county in the State. Through her alumni: county superintendents, high school principals, judges, State's attorneys, physicians, wholesale merchants and other business factors, she is able to place her students in fairly good positions.

The people of Jasper, Hamilton County and Florida realize the important work the school has done, and are more deeply interested in it to-day than they have ever been. Improvement is the guiding star of the management. The Institute endeavors to be an exponent of all correct principles and methods of education. Here mind and body equally receive attention, and one is not developed at the expense of the other. Physical culture and gymnastics are under the direction of an experienced teacher. Vigorous intellects in vigorous frames are the results of this judicious management.

AIM.

The glory of the South awaits ? ?ital co-operation between school life and home life. Public schools must cease educating away from the farm and awaken the child's interest in the beauty, dignity and worth of his natural environment. This vitality in the work of the rural school needs the live teacher who loves his work, knows his business, is trained to do it well, whose heart throbs with love of nature and of man, whose mind sees something of the wondrous possibilities of the natural resources which God has placed in the country, and who appreciates to some extent the infinite possibilities of the boys and girls whom God has placed in the country.

Plenty of such teachers have been born, but they need the making. The aim of the Jasper Normal Institute is the making of such teachers. We aim to train our students so that they may make an honest living and live an honest life.

Buildings of Jasper Normal Institute

FLORIDA NORMAL INSTITUTE

Madison, Fla.

Hon. W. M. Holloway, Tallahassee, Fla.:

Dear Sir—I take great pleasure in sending you herewith some information in regard to the Florida Normal Institute, at Madison, Florida.

The following paragraphs from the First Annual Announcement will give information in regard to the Institution and its work.

ANNOUNCEMENT.

A desire to supply a good, practical Normal School, and a confidence that Madison was a superior location for such a school, is the only apology offered for establishing the Florida Normal Institute.

MADISON.

Madison is in many respects one of the most beautiful cities of the State. Located on a considerable elevation, surrounded by lakes, and with streets filled with beautiful live oaks, she presents a most welcome appearance to a traveler from the lower sections of the State.

Added to her many natural beauties are the modern artificial comforts, such as electric lights, telephone system, artesian water system, good hack lines, four churches, court house, good mail and telegraph service, two good railroad systems with eight trains each day, plenty of well-stocked stores, two weekly papers, etc.

MADISON COUNTY.

Few counties in the State can boast of as many acres of good agricultural land, as many natural resources, and as well managed a school system as can Madison. Her people are intelligent and hospitable. They are progressive and are always glad to encourage any worthy enterprise.

BUILDING.

The Florida Normal Institute will be conducted in a

new $12,000 brick building recently erected by the progressive County Board of Public Instruction of Madison County. It contains twelve large recitation rooms, spacious halls and a well arranged auditorium that will seat four hundred people or more.

EQUIPMENT.

The Institute will be well equipped with library, apparatus, maps, pianos, etc., etc. No school can succeed without good equipment.

LOCATION.

Madison is on the main line of the S. A. L. R. R. between Jacksonville and Tallahassee, being about midway between these cities. This road maintains double daily service and makes Madison easily reached from any section. The Valdosta Southern makes connection at Valdosta for northern points.

OBJECTS.

FIRST.—To furnish the young men and women of Florida a strong, practical school in which, at the smallest possible expense, they can get an education that will prepare them for life, without having to spend the long time required in college.

SECOND.—To prepare young people for the profession of teaching and for the teachers' examinations.

THIRD.—To supply courses in Bookeeping, Shorthand, Tyepwriting, Telegraphy, Piano, Voice, Violin, Mandolin, Guitar and Elocution.

FOURTH.—To furnish to Madison and Madison County a strong High School, equal to any in the State.

FIFTH.—To secure positions for qualified pupils.

WHAT IS A NORMAL?

Normal means natural. A normal method of teaching is a natural method. It is not a hot-bed, careless method, but a thorough, parctical one.

A Normal School is one using normal methods. It

aims to develop the mind and faculties by use and not cram the mind full of facts.

It aims to develop power to think and to do, to make men and women of action and ability, and not merely "salary-drawers" and "place-fillers."

To accomplish these ends, subjects are studied, text-books serving only as guides. Pupils are given drill in the use of the mother tongue, thus learning to make the knowledge and power they acquire of practical use. The library consists of useful books, and not a large number of books bequeathed by some departed benefactor, useful only to fill shelves and be shown to visitors.

Discipline is secured by expecting and requiring pupils to be men and women. No list of "Thou shalts" and "Thou shalt nots" is daily before them. Such lists often serve as a suggestion for wrong-doing.

No time is wasted in preliminaries, in long preparation for commencement, or in long vacations. Everything is done in the shortest, most practical and most thorough way.

COURSES OF STUDY.

The Florida Normal Institute maintains courses of study as follows:

Primary—First, Second and Third Grades.

Intermediate—Fourth and Fifth Grades.

Preparatory—Sixth, Seventh and Eighth Grades

JUNIOR HIGH SCHOOL COURSE.

Course of two years as folllows, as prescribed by State High School Course:

Ninth Grade.

English Grammar, English Classics, Prose Composition, Algebra, Arithmetic, General History, Civil Government of the United States, beginnning Latin, Physical Geography, Debating Finals.

Tenth Grade.

Advanced Grammar, Classics, Composition, Algebra, Arithmetic, General History, Caesar, Zoology, Botany, Debating, Finals.

SCIENTIFIC COURSE.

Rhetoric, Geometry, Trigonometry, English History, Cicero, Virgil, Latin, Prose Composition, Physics, Chemistry, History and Civil Government of Florida, English and American Literature, Debating, Finals.

JUNIOR TEACHERS' COURSE.

N. B.—This course prepares pupils for second grade certificate. No diploma is awarded in this course.

Grammar, Composition, Arithmetic, Spelling, Geography, Physiology, Theory and Practice, Orthography, United States History, Florida History.

SENIOR TEACHERS' COURSE.

N. B.—Prepares for first grade certificate. A diploma is granted to all who satisfactorily complete this course.

English Grammar, Composition, Advanced Arithmetic, Geography, Algebra, Physical Geography, Physiology, Pedagogoy, Civil Government of Florida and the United States, Orthography, History of the United States, History of Florida, Debating.

COMMERCIAL COURSES.

Bookkeeping Course.

Bookkeeping, Business Practice, Banking, Wholesaling and Retailing, Office Practice, Commercial Law, Arithmetic, Grammar, Rhetoric, Debating, Penmanship.

Shorthand Course.

Study of Manual and Word Sign, Dictation Work and Speed Practice.

FACULTY.

W. B. CATE, A. M., Principal—Latin, History and Pedagogy.

GRANT WHEELER, Principal Commercial College—Commercial Branches, English, and Science.

* .....
Assistant in Normal Department.

MISS PEARL ALTMAN—Preparatory Department.

MISS VIRGINIA HORNE—First Assistant Preparatory Department.

MISS RUBY PARNELL, Intermediate Department.

MISS PATTIE THREADGILL—Piano, Voice, Violin, Guitar and Mandolin.

MISS HORTENSE HANSEN—Elocution, Delsarte, and Physical Culture.

MISS LILLIAN McCULLOUGH, Primary Department.

MISS ANNA HEMMING, Primary Department.

CLAYBORN H. DRIGGERS, Assistant in Commercial Department.

* .....
Instructor in Telegraphy.

*—To be Supplied.

TEACHERS' COURSES.

There are hundreds of teachers and young men and women who expect to be teachers either in the country or city schools, who have not the opportunity to take a college course, and yet who feel that they must have some professional work. For such we have arranged a course to embrace the subjects required for a first-grade certificate in any of the Southern States.

This is a very popular part of the school, and many of those who take the Scientific Course take this work also.

The course is very flexible, so arranged that the stu-

dent is not obliged to take it all consecutively in one year.

EVERY CLASS IS A TRAINING CLASS.

The instructors never lose an opportunity to impress Normal methods of teaching upon the students. When the opportunity presents itself, then is the time to impart methods of teaching. These should not be left entirely to a professional training class; for we may rest assured that "young teachers will teach as they are taught, and not as they are taught to teach." There is, however, a class in pedagogy, organized especiallly for this department. In this class students get a good drill in class organization, management, discipline, the proper use of text-books, grading schools, conducting recitations and primary teaching; in fact, all the duties and perplexities that the young teacher will probably meet are fully discussed.

Students are assigned the duty to prepare courses of study for schools of different grades, and of any number of rooms, from two to a dozen. These courses of study, when made up, are brought up in the class for discussion. Our students are thus fitted not only for teachers, but also for principals and superintendents.

NORMAL TEACHERS ARE IN DEMAND.

The people who pay their taxes for the education of their children want teachers that are up with the times and drilled in the latest Normal methods. They know that the enthusiastic normalites will carry things before them, are in love with their work, and will make their pupils the same. We receive from school boards every year a number of requests for trained teachers.

Young teachers often come here who are scarcely known outside of their counties, and while here receive calls for higher positions with large salaries, and in a year or two make more by increase of salary than their time here costs them.

PREPARATION FOR EXAMINATION.

The Florida Normal offers superior preparation for the Florida Examinations. Every branch and book will

be taken up and thoroughly discussed. This is one of the most popular features of the Institution. It is worth much to a teacher to spend a few weeks in our enthusiastic classes preparing for the examination and for the profession of teaching. We claim no school offers the advantages we offer along this line. Come and give us a trial. You will be more than satisfied.

On September 4th we opened with an enrollment of over 200 pupils, which enrollment has rapidly increased until at the present (November first), we have over 290. There is no doubt that we shall enroll 350 pupils during the year, and it may go to 400. There are at present over sixty boarding pupils representing one-third of the counties of the State.

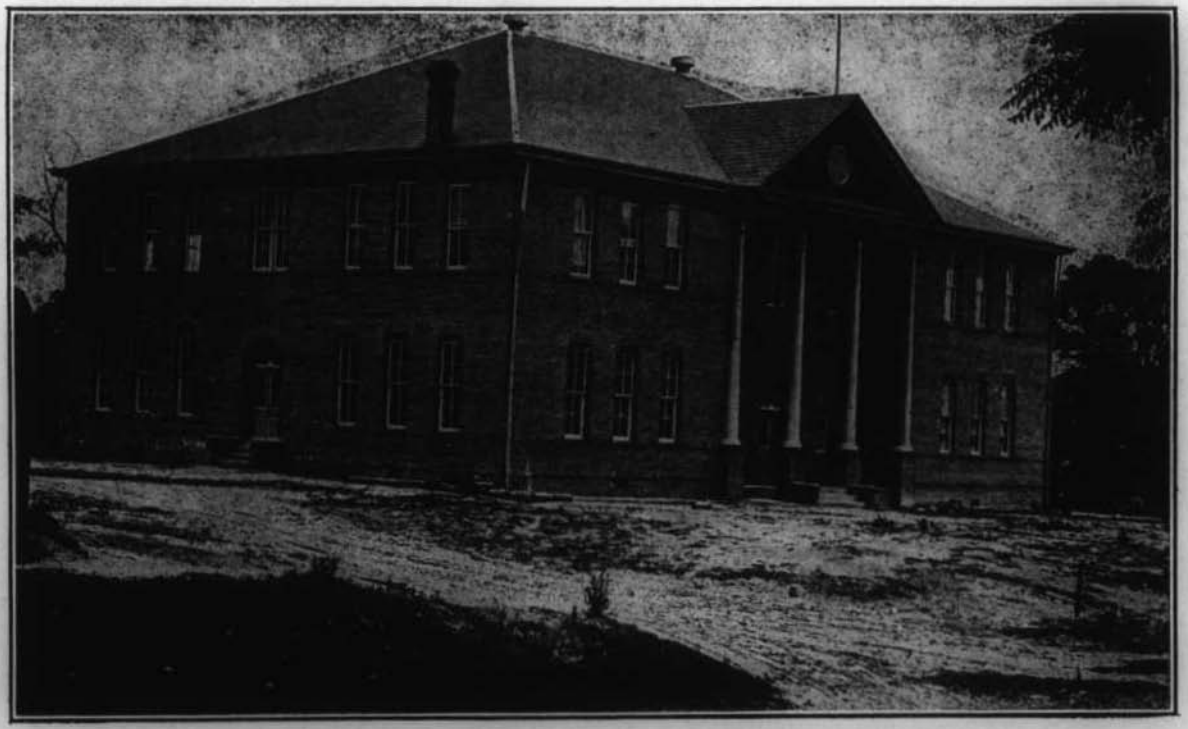
Steps are already being taken to provide increased facilities for the larger number of pupils expected in the Spring of 1907 and the year following.

There is no doubt that the Florida Normal has a place in the educational system of the State, and with the aid of the efficient County Superintendent and the progressive County Board of Public Instruction of Madison County, the officials of the Institution expect to continue to labor for its success.

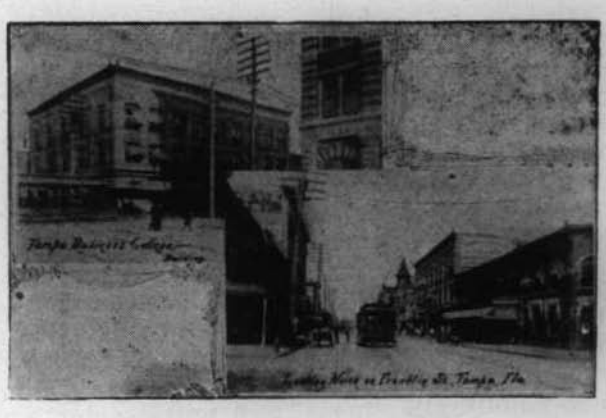
With best wishes, I am, yours truly,

W. B. CATE, Principal.

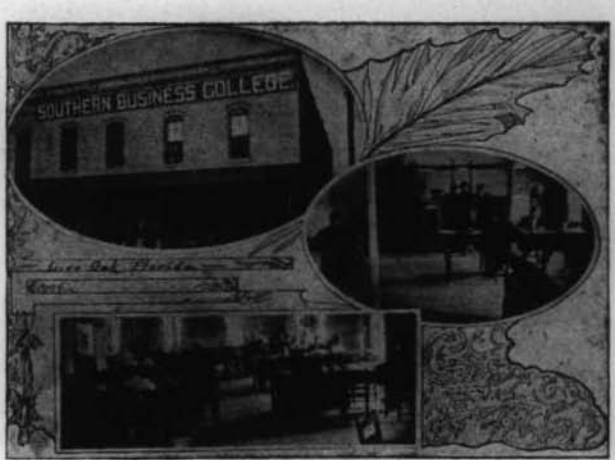
Madison, Fla., Nov. 1, 1906.



FLORIDA NORMAL INSTITUTE—Madison



Tampa Business College



Southern Business College—Live Oak

TAMPA BUSINESS COLLEGE.

We present here from photographs views of the Tampa Business College Building, corner of Franklin and Zack streets, Tampa, Fla. This Institution is one of the oldest Business Colleges in the Southeast, having been established in 1890. It is incorporated under the Laws of Florida for 99 years, with a capital stock of $10,000, and the following prominent business and professional men as officers and stockholders: Prof. L. M. Hatton, President and Treasurer; Hon. C. E. Worth, Vice-President; Prof. E. R. Dickenson, Secretary; Gordon Keller, Esq., A. C. Clewis, Esq., Dr. L S Oppenheimer and Abe Maas, Esq It has an annual enrollment of over three hundred students, representing over twenty States and foreign countries. During the past year (1905) about 250 calls were made for graduates of this college as stenograpers and bookkeepers. Of this number 196 positions were filled. Regular courses in Bookkeeping, Banking, Commercial Arithmetic, Commercial Law, Penmanship, Spelling, Stenography and Typewriting, Correspondence, Lectures, etc., are to be had, and appropriate Diplomas and Degrees conferred. There is also a well-equipped Correspondence School connected with this institution, whereby commercial courses may be taken at home. The College is in session all the year, and students are admitted any time. Catalogue and other interesting literature will be mailed to any address by writing to the President.

SOUTHERN BUSINESS COLLEGE.

Dexter Building,

LIVE OAK, FLORIDA.

The Southern Business College at Live Oak, Fla., is a branch school of the well-known Tampa Business College, and was established in October, 1905. It is well located in the city, on the second floor of the Dexter Block, corner of Ohio avenue and Conner street. The College has been well patronized, the enrollment for the first year

reaching one hundred and eighty pupils. It is finely equipped with modern commercial furnishings, and presided over by a competent corps of experienced teachers. Many students have been turned out who are making a success as bookkeepers and stenographers. The same courses of study are here taught as in the Tampa College, and while the management is vested in a local principal, he is under the direction of the President of the Tampa school.

Live Oak is a model school town of over 7,200 people; full of good churches and hospitable citizens. Were it necessary to make a change in location, it would be hard indeed to find a city in the South that offers as many advantages for a splendid school site. This school is open all the year, and offers many advantages to public school teachers and their pupils for summer courses.

Catalogue and penmanship specimens may be had by addressing the College.

CHAPTER IX.

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

This chapter is devoted to the general reports of the county superintendents. In order that there might be as much uniformity as possible along general lines, and yet without any effort whatever to circumscribe the utteraances of these gentlemen, the State Superintendent of Public Instruction, on October 2, 1906, issued the following circular letter. It will be observed, however, that free scope was allowed each county superintendent to discuss any other subject he chose, and in any manner he saw fit. Each member of the Legislature will do well to read carefully these reports and to be guided by them in his efforts to shape school legislation:

Tallahassee, Fla., Oct. 2, 1906.

Dear Sir:

In accordance with Section 27, Article IV. of School Laws of the State of Florida, I am now compiling a biennial report to be presented to the members of the next Legislature (1907).

Will you please kindly send me by November 15th a report (typewritten if possible) ready for publication, from your county?

Together with any other topics you may suggest, please include the following:

Buildings and School Grounds.

Schools—

Senior High Schools.
Junior High Schools.
Rural Graded Schools receiving State Aid.
Schools extended under the 80 per cent. Act.
State Aid based on property valuation.
Special Tax Schools.

Financial.

Effects of enforcing the regulation passed by the State Board of Education, June 11th, 1904, requiring all Prin-

cipals of Senior High Schools to be holders of State Certificates.

Also please send the cuts of any new buildings.

Please let this report embrace the bi-ennium including the calendar years of 1905 and 1906.

Yours very truly,
W. M. HOLLOWAY,
State Supt. Pub. Inst.

ALACHUA COUNTY.

Office of Board of Public Instruction.
Gainesville, Dec. 8th, 1906.

Hon. W. M. Holloway, State Supt. P. I.
Tallahassee, Fla.

Sir:

In compliance with your request I have the honor to submit the following statement:

SCHOOL BUILDINGS.

Soon after the close of the war between the states the progressive people of Alachua County awoke to the necessity of public schools, and under their persistent efforts prejudice and opposition yielded and today every community in the county, where there is a sufficient number of children, a suitable school building has been erected and a school maintained.

We have 72 school buildings for whites and 42 for blacks, built at a cost of from $250 to $25,000 each. Ninety-eight per cent. of these buildings are supplied with patent desks, necessary blackboards, etc. A commodious brick building has recently been erected in the town of High Springs at a cost of $7,000, and creditable wood buildings have been built at Santa Fe, Newberry and other places.

During the last scholastic year $13,000 were expended in improving and erecting school buildings.

SCHOOLS.

We have two Senior and seven Junior High schools

taught by able faculties. Great good has been and is being accomplished by them.

The Legislature, in enacting Chapter 5381, granting two months school extension when 80 per cent. average attendance is made, did a good and commendable deed. The result has been that those who so desired have received help, but unfortunately the indifferent (the most needy) have neither been reached nor benefiited. Compulsory education would be a remedy far more effective and commendable, and all alike would be benefited. State Aid based on property valuation has been beneficial to small schools.

SPECIAL TAX SCHOOLS.

Our Special Tax District Schools are of inestimable value, and are very popular. We have 34 Special Tax Districts in the county, with an annual income of $12,000. Longer terms, better teachers, equipment and houses are among the good results of the Special Tax Districts.

STATE CERTIFICATES.

The regulation of the State Board of Education, requiring all principals of Senior High Schools to be holders of State Certificates, receives our hearty co-operation. It is worth the extra cost it has produced.

Respectfully,
J. L. KELLEY,
County Supt. Pub. Inst.

BAKER COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.:

In response to your communication of the 2nd ultimo, I beg to hand you herewith my report, in brief, of the condition and progress of the schools in Baker County for the last two years.

BUILDINGS.

All our school buildings are constructed of wood and range in cost from one hundred and twenty-five dollars

to eight hundred dollars. We have repaired and enlarged some and all are quite comfortably arranged. Recently there has been erected at Glen Saint Mary a very nice building and quite a goodly number of students are in attendance, three teachers are being used daily; also another school at Woodstock has recetntly been established. Taking it all in all I think we are very well fixed so far as the buildings are concerned.

FINANCIAL.

Our school fund is in first class condition. Warrants are cashed immediately upon presentation to the County Treasurer, and are taken every where at face value. This county has always been practically fortunate enough to be out of debt and have its school warrants worth their face value. We have from six to eight months term in our Special Tax District and from three to five months term in the country.

SCHOOLS.

At present there are no Senior High Schools, but from the way the McClenny High School is progressing I think I can safely predict one Senior High School for this ocunty before many years. We have one Junior High School and it is making excellent progress and doing fine work. We have one Rural Graded School receiving State Aid. There are no schools coming under the 80 per cent. Act; and we have three which are Special Tax Schools.

I think it best that all Principals of Senior High Schools be holders of State Certificates. When a school has advanced and progressd far enough to become a Senior High School then it is that I think it best and time for the Principal of that school to be a holder of a State Certificate. In the advancement of the one why not the other; and the law should be so enacted.

GRADING COMMITTEES.

I do not favor a State Grading Committee and am opposed to any other plan suggested so far other than the present.

I consider the present plan very good, in the past it has

proven most satisfactory and I believe will continue to do so.

COMPULSORY EDUCATION.

I most heartily favor a mild Compulsory Education System. Children between the ages of 6 years and 14 14 years should, in my opinion, be made to attend a school some. It may be almost impracticable to meet such a system, nevertheless, an attempt should be made whereby children would be taught enough to read and write, if no more. Those of the present generation, who, when manhood comes, are unable to read or write, certainly will have a hard time of it. And a stronger reason still, is it, that the more perfectly developed one's mind becomes, just that nearer does that person approach his Maker. Show me that enlightened and intelligent community, and I will show you a happy and prosperous community, and vice versa.

COUNTY LEVY.

I favor giving the School Board the power to make its levy for the schools, certainly the School Board is just as competent to look after this matter as the County Commissioners are, and they surely know more about the needs of the schools. All our citizens cheerfully pay the school levy, and our County Commissioners are always willing to give us the extent of the law.

TEACHERS.

The teachers of this county seem to have that progressive spirit, and have prepared themselves well for their work. Quite a number of the teachers of this county attended the Normal last Summer, and did excellent work.

We are always able to furnish all our schools with teachers and let other counties have teachers, and we consider our teachers equal in ability to any class of teachers in the State.

All of which I respectfully submit for your biennial report.

W. R. SIMMONS,
County Supt. Pub. Instruction, Baker County.

BRADFORD COUNTY.

Hon. Wm. M. Holloway, State Supt, Pub. Inst.,
Tallahassee, Fla.

Dear Sir:

In compliance with your request of recent date, I take pleasure in presenting the following report relative to the work in Bradford for the past two years.

BUILDINGS.

The policy of the School Board in Bradford County is fewer school buildings and more comfortable buildings. About fifteen hundred dollars ($1,500) has been expended the past two years in the improvement of school buildings.

HIGH SCHOOLS.

Before we received State aid we had one high school. We now have three junior and three rural graded schools. The schools interest has increased wonderfully.

SCHOOLS EXTENDED UNDER THE 80 PER CENT. ACT.

We have had only two schools to receive the benefit of this act. In my judgment this law should be amended to read: "Eighty per cent of the average monthly enrollment." With this amendment, many more schools would receive the benefit of two extra months. I hope to see this law continued with the amendment suggested.

STATE AID BASED ON PROPERTY VALUATION.

Our County Commissioners readily granted us an extra mill, so with the four hundred ($400.00) dollars received from the State, we extended the school term from four to five months. A comparison between the attendance of the term of 1905 and 1906 is suggestive:

School Term During 1905—

5 Schools continued 8 months.
2 Schools continued 6 months.
38 Schools continued 4 months.

School Term During 1906—
5 Schools continued 8 months.
3 Schools continued 7 months.
3 Schools continued 6 months.
33 Schools continued 5 months.

SPECIAL TAX DISTRICTS.

That our people favor special tax districts is established by the fact that the number has increased from eleven to eighteen in two years. Sixteen of this number vote the three mill tax. Over five thousand dollars ($5,000) has been raised by these special tax districts during the past two years.

REQUIRING ALL PRINCIPALS OF SENIOR HIGH SCHOOLS TO BE HOLDERS OF STATE CERTIFICATES.

The effect has been excellent. Better preparation is always repaid by greater results. The people are demanding better prepared teachers.

FINANCIAL.

We pay all our teachers cash at the regular monthly meeting of the Board. We have no outstanding indebtedness. We closed the school year of 1905-6 with a balance of over five thousand dollars (5,000). We are planning for advancement in all branches of our school work.

Yours truly.

GEO. F. SCOTT.

BREVARD COUNTY.

Titusville, Fla., Nov. 25, 1906.

Hon. W. M. Holloway,
State Supt. Pub. Ins.,
Tallahassee, Fla.

My Dear Sir:

In accordance with your request for a report from my county, I take pleasure in submitting the following:

We have now in every school district of our county,

good, substantial school buildings and ample grounds. The aim of the different boards for several years has been to give the school children the best, and the result is shown by improvements in architecture and furnishings. In a few years our schools will all be equipped with everything necessary for a comprehensive study of the different subjects laid down in our course of study. Our schools will stand the test by comparison with the schools of any State in the Union. We use our best effort to secure the very best talent, even for our rural schools, and our teachers are almost, to a unit, thoroughly alive to their duties, and realize the responsibility resting upon them. We have recently erected, at a cost of $1,200.00, an addition to the school building at Cocoa, and we are now operating oud first senior high school. In this school we have a splendid set of teachers who are bending every effort to make this one of, if not the best, senior high school, in the State. We have two junior high schools, one at Titusville and one at Eau Gallie. Each of these is thoroughly equipped, and is doing good work. We hope within the next year to make a senior of the Titusville School.

We had four schools last year, which were extended under the 80 per cent act, and would have had more, but in some sections of our county our people think they must keep their children at home a few weeks to help harvest crops; they do not seem to realize that they not only hurt their own, but their neighbors' children as well, by keeping their children at home and lowering the average.

We shall have no special tax schools after this year, as we have no need for the extra assessment. We find we can run our schools and keep our property in good condition with a seven mill tax. We received from State aid for 1905-6, exclusive of the 80 per cent aid, the following: Under Chapter 5383, $359.00; uniform system of public schools, $939.60.

We received from all sources for 1905-6....	$23,041.20
We paid out all sources for 1905-6.	20,131.63
Leaving a balance in the treasury July 1, 1906, ...	$2,909.57

This sum, augmented by receipts for current months. craried us into October without a deficit, the first time

in the history of the county, that this fund has made a showing of this kind. The effect of the regulation passed by the State Board of Education June 11, 1904, requiring all principals of senior high schools to be holders of State certificates has been instrumental in this county, not only of stirring up the male teachers, but many of our female teachers are working now to prepare themselves to stand the examination for State certificates. We have one now who holds a State certificate, and one lady who holds a State primary teachers' certificate. We have never had a better set of teachers than now—our aim is advancement, and we want the best. Our home teachers know this, and most of them are ambitious; many of them now hold first grade certificates. Since the division of the county we have operated eighteen white and nine colored schools. We had enrolled for the year 1905-6, 643 white pupils and 291 colored. The daily average of white children was 443, and of negro 237.

The reports coming in now for 1906-7 show an increased enrollment for both races, and a much better percentage of attendance on the part of the white children. I believe the year before us will be the best and most successful we have ever had.

I am in favor of a compulsory school law, and believe we will never get our average attendance up to where it ought to be until we have such a law.

Our county furnishes free books for the grammar grades, and if a uniform system of textbooks was adopted for the State and all the counties furnished free books, as we do, I believe the advancement of all the children of the State would be apparent in a short time.

We have tried consolidation, and are now using it in one district, and find that it works all right. I believe the time will come when they will ask for it, in fact some are now asking for it, when this idea becomes popular, we will have better schools, even than now, and the children will then get the very best.

We are justly proud of our county, and feel that there is no county in the State doing more for her children.

Respectfully submitted,

JOHN R. WALKER, Superintendent.

CALHOUN COUNTY.

Blountstown, Fla., Nov. 21, 1906.

Hon. W. M. Holloway,
State Supt. Pub. Inst..

Dear Sir:

Messrs. J. M. Yon, Blountstown, Fla.; J. G. Lamb, Carr, Fla., and B. F. Pitts, Frink, Fla., are our trustees for the next term. We now have eight special districts and more to fgollow. A great stimulus to the organization of these has been the State aid granted to schools meriting it.

While no great amount of newspaper work has been done, the people have had the necessities and advantages of an education set before them in a way they cannot misunderstand. At the beginning of your administration we had two graded schools out of three special districts. Now we have three and three good houses. There were at this time about sixty patent seats, now there are in the county nearly 600 of these. The upward movement here has come to stay, as the county officials, who do not push, will be pushed out. There were some who argued that we would suffer by the defeat of Hon. W. N. Sheats for State Superintendent, but time and opportunity have demonstrated that no one head holds it all, and that if an attempt were made to put it all in one head it would lack the capacity to receive it. The hearty co-operation of the State Board has dispelled this illusion, and our people have put forth good works and are preparing to put forth grander efforts to become an up-to-date county.

Very respectfully,
G. F. TUCKER,
County Superintendent Public Instruction.

CITRUS COUNTY.

Inverness, Fla., ————, 1906.

Hon. W. M. Holloway,
State Superintendent Public Instruction.

I take pleasure in submitting this report:

Schools.—We have one senior high school of good standing and thorough grading. This school is the pride of our county, and is liberally supported.

We have recently completed a beautiful four-room, two-

story building at Floral City, which cost $3,500, and is maintained as a junior high school.

Crystal River and Lecanto are classed among our best schools, and are receiving State aid as rural graded schools.

We extended three of our best country schools last year, and hope for more this, under the 80 per cent act. In my judgment, this is the best school legislation ever secured for all the people. May it be increased and made permanent.

We received only $250.00 of the valuation tax, which is inadequate for equal service, but is held as a reserve fund, and will be expended whenever sufficient to warrant telling results.

Every school in the county is under special tax control. By this means terms are extended and teachers' salaries increased. Trustees should be allowed to issue their warrants, but the fund remain in the county treasury.

I endorse the regulation requiring principals of high schools to hold State certificates. This is calculated to increase the efficiency of school work and raise the educational standing of Florida.

We are pleased with our financial condition and hope to ever keep our warrants at par. Teachers are giving satisfaction throughout the county.

Our purpose is to help the great cause of education for all Florida

R. L. TURNER,
County Supt. Pub. Inst., Citrus County.

CLAY COUNTY.

Green Cove Springs, Fla., Nov. 10, 1906.

Hon. W. M. Holloway,
State Supt. Pub. Inst..

Dear Sir:

In compliance with your request of a recent date, I submit the following facts relative to the school work in this county for the past two years:

BUILDINGS.

We have not erected any new buildings during the last

two years. During this time we have spent in repairs $1,325.00, and now our buildings are in good condition.

We are making arrangements to build a new school house at Middleburg, and one is being erected at Leno, both of which will appear in our next report.

HIGH SCHOOLS.

There are two junior high schools in the county and three rural graded. The school in Green Cove Springs now has some that are in the eleventh grade, and we hope ere long to have worked up a senior high.

STATE AID.

We failed to get State aid for one of our rural graded schools, because the average fell below fifty. I presume this was because the demand was greater than the appropriation.

No schools have been extended under the 80 per cent act, and we received $240 under the property valuation act.

SPECIAL TAX SCHOOLS.

This county is sub-divided into seven special tax districts, and all the schools are extended from two to three months by funds created by means of these districts. Each district contains from one to ten schools.

TEACHERS.

Our teachers are doing fine work, and have done fine work for the past two years. We pay every dollar we contract to pay our teachers. A short time ago our warrants had to be discounted 25 per cent., but now we have made arrangements with the bank here to pay all teachers, and any others, face value of every warrant.

We are paying our teachers better wages, and expect to pay them still better in the future.

Our teachers are among the best we have employed, and we make as wise selections as we possibly can, thereby getting the best results.

LENGTH OF SCHOOL TERM.

All our schools run six or seven months, and we are gaining some each year with our finances.

Our County Commissioners have been very liberal this year in allowing us another mill to add to our school fund.

We see the growth each year of our schools and a greater demand for more teachers.

STATE CERTIFICATES FOR SENIOR HIGHS.

This may be a good rule, as we need the best teachers we possibly can get to fill these positions.

W. O. GEIGER, County Superintendent.

COLUMBIA COUNTY.

Hon. W. M. Holloway,
State Superintendent of Public Instruction,
Dear Sir:

The schools of Columbia County are in much better condition than they have been for several years. During the scholastic years 1905 and 1906, we have built in the county ten white schools at a cost of $1,625.79 for the material alone. The patrons in the communities where these schools were built paid for the labor from private funds, which, of course, would increase the cost of these buildings wiuld be about $3,100.00.

Four colored schools have also been built, at a cost of $399.56 for the material alone, and the patrons paid for the labor, which would make the cost of these buildings about $600.00. The total value of the fourteen new school buildings would be about $3,100.00.

Many of the school houses have been repaired, and are now comfortable and in good condition, most all are furnished with patent desks and excellent blackboards.

The schools are running longer terms and making better averages than ever before. This I think is largely due to the liberal laws passed by the State Legislature. I cannot say that all of the credit should be given to the passage of these laws, for public sentiment has been growing

in favor of better schools for several years, but honor should be given to whom honor is due. The passage of the laws granting aid to rural schools has had a very wholesome effect in building up the country and graded schools.

SENIOR HIGH SCHOOLS.

Lake City, the Senior High School of the county, has been drawing aid from the State since the passage of the law which created high schools. The school is now in good condition, doing excellent work with a total enrollment of about 425 pupils. The buildings and grounds are in good condition, but owing to the fact that the school has outgrown the capacity of the present buildings, more room is much needed, but the contract has already been let and work begun on a handsome two-story brick building, which will be completed before the opening of another school term. The building and the equipment will cost $20,000.00. This will give us ample room to accommodate the school for many years to come. The value of the buildings and grounds will not be less than $30,000.00, and will be a credit to any town.

JUNIOR HIGH SCHOOLS.

Fort White School, which has been drawing aid as a junior high school from the passage of the law is also in good condition, doing excellent work, and will, no doubt, qualify as a senior high school during this term. The building in which this chool is conducted has three rooms, practically new, well furnished and in good condition. The value of the buildings and grounds would not be less than $1,500.00.

RURAL GRADED SCHOOLS.

There are several schools in the county that could come up to the requirements of the law, except the average attendance. It is a little hard for country schools to make an average attendance of fifty for eight months in the year. The term is too long for the country schools, and it is too expensive to run the eight months as the law requires. The public term in this county is only four months, and we will have to lengthen the terms gradually until the people will maintain the schools longer. It is well

enough to have the appropriation for rural schools in connection with junior and senior high schools as an inducement.

EXTENSION ON 80 PER CENT. AVERAGE.

Too much cannot be said in favor of this law. During the last scholastic year, only two schools in the county succeeded in getting the aid, as the average was fixed so high. This is due to the fact that the schools were opened before the law was thoroughly known in the rural districts, and they had not made the arrangements to make an effort for the aid. This year, there will be many others that will secure it, and the schools have all made much better average on that account. My judgment is, that the average should be lowered some until the people are educated to send to school and maintain longer terms. I sincerely hope the State will continue this law, for it is highly appreciated by the people, and has greatly improved the attendance of the schools.

STATE AID BASED ON PROPERTY VALUATION.

I am opposed to this method of appropriating school funds, because it is in direct opposition to the spirit of public education. The State is as much interested in the education of children living in counties of less value as it is in those living in more wealthy counties. The underlying principle of our school system is to educate those that cannot educate themselves, and it is a noble one.

SPECIAL TAX DISTRICTS.

There are eight special tax districts in the county, but in one the tax is not levied and collected, as it is not situated so as to incorporate any railroad or anything else, except the tax on real and personal property of the district, and it did not amount to very much, and the school could not be satisfactorily maintained for a longer term than the regular public term of the county.

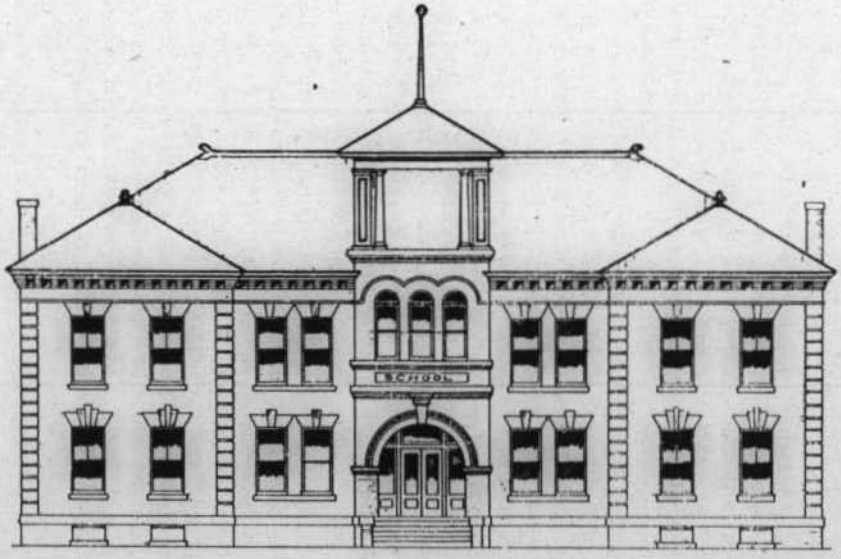
There are seven special tax districts in the county that levy the tax, and the amounts raised by these districts during the year 1905 and 1906, was about $5,000.00. The most of this amount was spent extending the terms, which enabled them to run from five to eight months. Many im-

provements have been made in these districts that could not otherwise have been done, and much good has been accomplished.

The public school system in the county is in a prosperous condition, but something must be done, if possible, to replenish the supply of teachers, or some communities will be without a school.

Respectfully,

T. H. OWENS,
Superintendent of Columbia County.



FRONT : ELEVATION

Lake City High School Building

DADE COUNTY.

OFFICE OF BOARD OF PUBLIC INSTRUCTION,

DADE COUNTY, FLORIDA.

Miami, Fla., Nov. 20, 1906.

Hon. W. M. Holloway, State Superentendent Public Instruction, Tallahassee, Fla.:

Dear Sir—I am glad to report that the public schools of Dade County have, within the past two years ,done splendid work and have grown materiallly in interest and effectiveness.

We have in operation a Senior High School at Miami with about one hundred pupils enrolled in the High School department and over four hundred in the gramma rand primary grades, as well as over forty in the Kindergarten. This school employs altogether seventeen teachers. The Course of Study in the High School follows and is as near like the one sent out by the State Board of Education as our committee could make it. Stetson University has made this one of the accredited preparatory schools, and admits its graduates without further examination.

At West Palm Beach we have in operation a Junior High School which has developed this year (1906) into a Senior. This school has also a flourishing Kindergarten in operation, and in all departments, from Kindergarten up, there are enrolled about two hundred and forty pupils, employing a faculty of fifteen teachers.

At Delray and Lemon City are the two Rural Graded Schools which receive State aid. Each has a faculty of three teachers and an enrollment of about seventy-five pupils.

The rural schools generally throughout the county are in a flourishing condition, the majority of them doing good work. Five new white schools and three new colored schools have been established during this biennium.

The buildings generallly are neat and comfortable, and this year the Board has helped their appearance with paint.

There are two Special Tax School districts in the

county. District No. 1, at West Palm Beach has been established nearly two years and has an income of over $4,000 from the special tax. This district has also voted for an issue of $40,000 bonds and expects to erect shortly a $50,000 school building. District No. 2, at Miami, has just beeen established. It will have an income from the special tax of about $4,000 also, and it is expected that it too, will have a new High School building erected in the near future.

The effect of the regulation of June 11, 1904, has been somewhat of a hardship upon this county, in the matter of securing competent principals. We think, however, that this a good law, if the condition requiring the applicant for State Certificate were not compelled to teach one year before he can obtain one.

Fours very truly,
R. E. HALL,
Supt. Pub. Inst. Dade County.

DE SOTO COUNTY.

Arcadia, Fla., Nov. 7, 1906.

Hon. W. M. Holloway, State Supt. Pub. Inst.
Tallahassee, Fla.

Dear Sir—In compliance with your request of the 2d of October, I herewith send you the required list of information.

No of Senior High Schools 2
No. of Junior High Schools 1
No. of Rural Graded Schools 1
No. extended by 80 per cent act.....12

State aid based on property valuation chapter Chapter 5383, was not sufficient to run all the schools not receiving aid from other State appropriations one month.

Number of Special Tax School Districts, 20; with some other advertisements being published.

The regulation of the State Board requiring teachers for all Senior High Schools to hold a State Certificate has beeen very satisfactory, but the regulation requiring the rural graded schools to make an average of not less than fifty for a full term of eight months has proven very unsatisfactory, and we feel to be unjust to the rural

graded schools, and failing in the purpose and spirit of the law and its supporters. For there are but few schools that can get this, that can not get the appropriation for a Junior High School that requires three teachers.

We are very much pleased with the results of the appropriations under Chapters 5381 and 5383. These have administered more to the needs of our schools than any State appropriation ever made by the State Legislature. We hope the wisdom of the coming Legislature will cause them to re-enact these laws and add to the appropriation for rural graded schools and High Schools, and that the State Board will be kind enough to lower the required averages of the rural graded schools.

We can further say that there seems to be a marked improvement in the schools of our county in the last two years.

Wishing you much success in your work for the development of the youth of the State,

I am yours very truly,
JOS. H. BROWN, County Superintendent.

DUVAL COUNTY.

Hon. W. M. Holloway, State Supt. Public Inst.:

In reply to your request for a brief report from this county covering the period of time embraced in the years 1905 and 1906, upon certain features of school affairs, I submit the following:

BUILDINGS.

During the school year closing June 30, 1906, Duval County expended in round numbers $12,000 for school lots; $6,000 in new buildings, and $22,000 in additions and repairs to old buildings, being a total of $40,000.

While I only assumed the duties of Superintendent by appointment of Governor Broward, on December 1, 1905, I find from the annual report of my predecessor that the expenditures for school lots and buildings for the year closing June 30, 1905, were $2,037.62, making the sum total for the two years $42,037.62.

SPECIAL TAX DISTRICTS.

Duval County has two (2) Special Tax Districts, No. 1 embracing the city of Jacksonville, and No. 2, all the remainder of the county. The County Commissioners having apportioned to the Board of Public Instruction the full seven (7) mills for the past year, there has been no special tax levy, and the probabilities now are that none will be needed hereafter, at least not for several years.

FINANCIAL CONDITION.

At the close of the school year, June 30, 1906, there was a judgment against the Board for $22,834.29, which has since that time been reduced to $17,118.51. The outstanding warrants at that time were $33,152.75, and on October 31, 1906, were $35,991.13, the total indebtedness at this date being $53,109.64. Of this amount, about $15,000 has been drawn for payment for new lots, which would be available for more than that amount in cash. At the close of the school year Duval County had 72 school lots, on which there are 55 frame and 2 brick buildings, containing 197 school rooms. A fair cash valuation of the school lots owned by the B. P. I. is $57,565; of the buildings, $152,900, and of the furniture and apparatus of $15,000; showing a total cash valuation of school property of $225,265.

STATE AID.

Under Chapter 5383, State aid was received amounting to $2,572.25; under Chapter 5382 $1,705.20 for five white and two negro schools; under Chapter 5381 State aid of $1,400 was received for eight (8) white and one negro school.

STATE CERTIFICATES.

The requirement that the Principal of a Senior High School must hold a State Certificate, does not affect our county, as the Principal of our one Senior High School holds the required certificate.

EXAMINATIONS.

In conducting the two examinations for teachers, which

have fallen to my lot since occupying the position of Superintendent, the experience which I have had has led me to the belief that either a separate set of questions should be given to the negro teachers, or else the per cent. required to be made by them on examination should be lowered, and augmented by a certain percentage for the number of years of successful teaching.

I congratulate the State Superintendent upon the common sense selection of questions which comprised the September examination, and trust it will be continued indefinitely.

Very respectfully,

H. H. PALMER, County Superintendent.

ESCAMBIA COUNTY.

Pensacola, Fla., Nov. 20, 1906.

Hon. W. M. Holloway, State Supt. Public Inst.,
Tallahassee, Fla.

Dear Sir—In compliance with your circular letter of October 2d, calling for a synopsis of school operations for the calendar years of 1905 and 1906, I submit the following statement for Escambia County:

SCHOOL BUILDINGS.

During the year 1905 we erected one three-room building, purchased one one-room building, and made additions of one room each to school building No. 9 at Bluff Springs, and No. 79, at Century, at a total cost of $3,276.

In 1906 we erected one four-room building on school lot No. 1 and five new one-room buildings for schools No. 64, 77, 78, 83 and 85, and an addition of one room each, to school buildings No. 16 at Muscogee, and No. 79 at Century, at a cost of about $5,000.

Two new buildings have been erected by citizens, and schools organized in same, for which a small rental will have to be paid.

One block in the city of Pensacola has been purchased, and plans and specifications for a modern High School building have been adopted and contractors are now at work on the foundation and basement to same. When completed this building will be a credit to Escambia

County, and the State of Florida, the center building to be three stories high in addition to basement, and will contain eight large class-rooms, and on the third floor an auditorium 76x86 feet.

It is expected that this portion of this building will be completed in ample time to open the Pensacola High School in same on October 1, 1907.

We have under contract at this date, one hundred and twenty-nine teachers—ninety-two white and thirty-seven negro—and a greater number than was ever known at one time in the history of public schools of Escambia County. We have sixteen schools for whites not in operation from lack of teachers.

We have in operation two Senior High Schools; one in Pensacola and one at Roberts; two Junior High Schools —No. 9 at Bluff Springs, and No. 16 at Muscogee; and two rural graded schools—No. 4 at Ferry Pass, and No. 79 at Century.

These schools are all well organized and are doing good work, and in my opinion, come fully up to the letter and spirit of the law granting State aid to such schools.

In my opinion, a rigid enforcement of the rule passed by the State Board of Education on June 11th, 1904, requiring all Principals of Senior High Schools to hold State certificates, would be a positive set-back to said schools in the State, from the fact that at this time and in the near future, it is not probable that there will be a sufficient number of teachers holding State certificates to fill said positions, and Boards of Public Instruction would be at the mercy of the few teachers holding State certificates, and it would virtually nullify the State law granting aid to Senior High Schools.

The schools in this county, owing to quarantine, did not commence at the normal time last year, and had to continue until June 30th to complete the term, and we could not permit the principal of the Pensacola High School to leave his work to attend the examination for teachers for State certificates that was held in Marianna the first week in June last.

We know from experience, and from the good work accomplished by both Prof. J. M. Tate, of Roberts, and Prof. J. B. Lockey, of Pensacola, that both are fully competent, and it would be better for the County of Escambia to lose the money granted by the State in aid of Senior High Schools than to turn down such true, tried

and accomplished teachers as Tate and Lockey. To lose this money would also be a great wrong to the tax payers of this county.

FINANCES.

I am of the same opinion now in regard to the State revenue law that I have on sundry occasions within the last fifteen years given expression to, to-wit: Let the State offer a premium for prompt payment of taxes, rather than as is done under the present system of virtually offering a premium for delinquency in such paymentts. Let the taxes, as now, be due and payable on the first day of November of each year, and grant a discount of 2 per cent. on all taxes paid during the month of November, 1 per cent. on all paid in December; in January require the full amount to be paid, and for each and every month afterward, beginnning with the month of February, let half of 1 per cent. per month be added as interest until said taxes were paid.

This plan would bring money into the treasury promptly, and at a time when it was most urgently needed, and it would not be a hardship on a single tax payer in the county, for if a farmer hasn't anything to sell during the month of November or December to raise money to pay taxes with, he will surely be in a bad fix in April or May.

Under the present revenue laws, our school terms are two-thirds completed, and the pay rolls are three quarters to seven-eighths completed before enough money is secured from the current year's taxes to meet one month's pay roll. School Boards are in consequence forced to borrow large sums of money each year to meet pay rolls, and the item of interest is, in some counties, very large.

Respectfully submitted.

N. B. COOK,

County Supt. Public Inst. for Escambia County.

FRANKLIN COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

I herewith submit a report of schools and school work in my county for the biennium period:

BUILDINGS.

The school buildings of this county do not reflect credit on our people. They are frame wooden buildings, made comfortable by repairs annually. They are roomy --well ventilated in spring, when too warm; and well heated in winter, when cold. They will probably average with the school buildings of the State.

SCHOOL GROUNDS.

Our best and largest schools are situated on city blocks each enclosed with picket fences, affording ample room for the buildings and grounds for open-air exercise of teachers and pupils.

FINANCIAL.

Our financial condition is improved a little on account of the county commissioners' levying a six-mill tax instead of five-mills as heretofore. However, our board vigorously held out for seven mills. This would give our county (which is a small one), money enough to run the schools, make the needed repairs, and pay all incidental expenses without getting in debt.

STATE CERTIFICATES FOR PRINCIPALS OF SENIOR HIGH SCHOOLS.

The effects of enforcing the regulation of the State Board of Education, June 11, 1904, requiring all principals of the State senior high schools to be holders of State certificates will make it more financially embarrassing to county boards. The teacher whom we pay a salary of $100.00 a month as principal of our senior high school, will, after obtaining a State certificate, demand from $125.00 to $150.00. The fact is the certificate does not

make him a better man or teacher, but a more expensive man to the board and to the people of the State. The above fact I get by corresponding with men who hold State certificates, and have been teaching in the State. And this rigid examination will keep out of our State a great many good and worthy men in the teaching field.

TEACHERS.

The system of semi-annual examination of teachers by the uniform method has done fine work. The personnel of our teaching force is much improved. The third grade certificate is being eliminated by it, and soon it will be a thing of the past. I think the present system of grading, under precaution, is all that is necessary.

COMPULSORY EDUCATION.

I am in favor of a well regulated and mild form of law compelling parents and guardians to send children to public school at least three or four months each year. We are in the field against a voluntary ignorance on the part of anybody.

JUNIOR HIGH SCHOOLS.

The law establishing junior high schools was a grand stroke for education in the State. For the past two years the junior high school in this county has turned out several pupils who made first grade certificates in the State uniform examination, and are now teaching and giving perfect satisfaction. The object which our law-making body had in view, was that the junior high school should be a stepping stone to the senior high school, and thence into the University of the State of Florida or the Florida Female College, as the case may be. But, with poor people who cannot go to either, it fits their children up for the teaching field. and hence a great blessing to all.

SENIOR HIGH SCHOOLS.

The Chapman High School (the senior high school of this county), is one of which the people of the county are proud. With an enrollment of two hundred and eighty-five pupils under the able management of a principal and competent assistants, it is fitting young men and young

women for college work. The close of this year, it turned out four graduates who had finished the twelve full grades of work as required by the curriculum of the State for this class of schools. These graduates had no trouble in entering the colloge work of any instiution to which they applied for admission.

State aid for this class of schools is money well spent.

RURAL GRADED SCHOOLS.

The fact that our able representatives in the Legislature made a law aiding the rural schools (helping the country boy and girl) was, in my opinion, one of the rarest and best moves ever made. This special boy and girl has been ngelected for ages, and to see something done to bring his or her mind to the front with the village boy or girl, is very gratifying to all just lovers of equal rights to all. May this aid ever be on hand, for it is what the county has needed for a long time.

SCHOOLS EXTENDED UNDER THE 80 PER CENT. ACT.

This act has wrought wonders in stimulating teachers and pupils. I think it has done much for the schools by stimulating the teachers to work for that average, since it gives them two extra months. They, therefore, encourage pupils to be punctual and on hand at roll call, and to stay in school. We were fortunate in extending two schools under this late act, and it has had the effect of larger attendance and more interest generally.

STATE AID BASED ON PROPERTY VALUATION.

The fact that the property valuations of the State are all wrong, in that they are only assessed at about 50 per cent of the real value, does great injustice to the whole State, because, if propeerty were assessed at real value, it would decrease the rate in the same proportion.

SPECIAL TAX SCHOOLS.

I am glad to report that this has not become a necessity in my county yet, but as our schools enlarge and improve,

and as the county continues to grow in population, the necessity for special tax aid will surely come unless tax valuations are adjusted to meet the growing demands.

Respectfully submitted,
W. T. MARLER,
County Superintendent Public Instruction.

GADSDEN COUNTY.

Quincy, Fla., November 8, 1906.
Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

Dear Sir:

Complying with your request of a recent date, I hereby submit the following as the working and condition of the schools of Gadsden County for the two calendar years (1905-1906) just closing.

I can safely say that our schools in the main are on the upward move. As far as numbers are concerned, there is very little, if any improvement in the schools, with the exception of the Quincy High School and the two sub-district schools east and west of Quincy. I attribute this to the scarcity of teachers, on account of which our schools are forced to run at seasons of the year that interfere with the farm work of the country, especially in this the case with the white schools in the rural districts, where the patrons are compelled to stop their childreen to do most of the farm work, the colored help of the country from their gregarious habits being almost entirely employed on the large plantations and syndicates for the special cultivation of tobacco. Notwithstanding all this, we are having better teachers, and in our larger schools we have an assistant for the primary grades, employing as such the younger teachers of our county just from the schools. In the rur al districts we have seven schools with one, and two with two assistants and on acount of this semi-graded system, we are getting much better and more satisfactory work. We are further aided along these lines from the fact of an increased numbed of first-class country school houses, in which the children are well protected from all kinds of bad weather, both winter and

summer. For the past two or three years we have been yearly building two or three of these.

The Quincy High School is now in the ascendant, becoming more popular with very fine work being done. The great drawback on this school has been the lack of house room and play grounds for the children. The old Ante-Bellum structure has been for years a black eye on the picture of Quincy's progressive surroundings, and our people are now thoroughly ashamed of it, and plans are now being formulated for a new, up-to-date high school building, which, I think, within the next twelve months, will materialize into an actuality. To accommodate the increased numbers, the Masonic hall is now being used by the primary grades under two teachers. Prof. A. B. Clark, with the four other teachers, is holding forth in the old building, which he has brushed up, whitewashed and calcimined on the inside so as to look somewhat respectable. I think that, in twelve months, we will be all right on the school house question.

Most of our schools still run for only a four months term, but the longer term schools are increasing. Quincy is running hers nine, and the others from five to seven months, and we are giving higher salaries all around. We run altogether on a cash basis; levy a five mill tax, and have plenty of money in the treasury without borrowing.

Our negro schools, as the lawyers say, are "in statu quo," the Quincy negro school running six months, with three teachers and the country schools, with some exceptions, four months.

We have no high school, except the Junior High School in Quincy, and as yet no rural graded schools. Two schools, the one at Greensboro and the other at Providence, received State aid last year (1905) under the 80 per cent act, and two, Havana and Hinson, under the act, based on property valuation, one month's extension.

We have three Special Tax School Districts: Quincy, Havana and Sunny Dell—all doing well. I think the Regulation, passed by the State Board of Education, June 11, 1904, requiring all principals of *Senior High Schools* to be holders of State Certificates, was in the right direction and has inspired the people with more confidence in the Schools. High Certificates, like royal titles and paraphernalia, have a very seductive influence until it is found out that there is no strong personality in the background. In old times we had college

graduates for our big schools and it seems exactly right that those holding the highest papers should be in charge of our High Public Schools.

We are encouraging and urging our young teachers to attend the Normal Schools—two-thirds of our teachers at this time have attended those schools and some of them for several terms. We are also having yearly meetings of our county teachers, to receive the benefit of model lessons and good practical school talk from experienced teachers.

From the above you will see that we are somewhat laggard in school matters, yet, in comparison with the shape in which our schools were a few years ago, and considering the opposition at that time to anything the school men were trying to do to make an advance, we still have some reason to congratulate ourselves that we are *where we are.*

Yours truly,

J. R. KEY.

HAMILTON COUNTY.

Hon. W. M. Holloway, State Superintendent Public Instruction.

BUILDINGS.

Within the last two years there has been considerable improvement in the way of new buildings, in repairing old ones, and in beautifying and making school grounds more attractive. Five substantial frame buildings have been erected, at a cost of $1,100.00, and others will be built soon. About $350.00 have been expended for repairs of old buildings, $438.00 for patent desks, $91.00 for acme plate blackboards, and $174.00 for wells.

Most of the school lots and buildings owned by the Board of Public Instruction are in good condition. Houses are being made better and more comfortable as fast as available means will allow.

HIGH SCHOOLS.

There are three high schools in the county—the Jasper

Normal Institute (a senior high school), the Florida Normal School (a junior high school at White Springs), and Jennings, Junior High School. The enrollment in each of these schools for the last two years has been high, and each has made a good average attendance. They have all done well. The general effect of their work on the county system has been gratifying. Their influence is broadening and deepening. That of the Jasper Normal Institute is felt not only in this county, but in other counties as well, through the teachers it is turning out from those who attend it from all parts of the State.

RURAL SCHOOLS RECEIVING STATE AID.

We have no rural graded schools in this county.

Ten schools received State aid last year under Chapter 5383. The amount received and expended was $293.25. This appropriation did not come till late in the year, and was therefore given to the schools then running. It was of great help to them, and a number of other schools have asked to be put on the list for aid next year. Those that received it this year will now have to wait till others are helped.

SCHOOLS EXTENDED UNDER THE 80 PER CENT ACT.

Only one school was extended last year under the 80 per cent. act. There will be several next year. The money received from this source will have a salutary effect on schools. I think, however, the next Legislature should reduce the per cent. required to at least 75 per cent. An average of 80 per cent. is hard to make in country schools.

STATE AID BASED ON PROPERTY VALUATION.

The money granted under this head has not only been beneficial to the schools receiving it, but has helped others in many ways. It has raised the standard of teaching, has stimulated pupils to greater efforts, and has tended to quicken the interest of patrons in school work. No better legislation for the general good of schools has ever been enacted in the State, and I would strongly urge the continuance of such appropriations.

SPECIAL TAX DISTRICTS.

There are four Special Tax Districts in this county. One of these was created last year. Two more will be established next year. The money raised by special tax has been well used, and the schools have been greatly benefited by it. The total amount expended annuallly on these schools is about $1,630.

Sentiment is growing in this county in favor of Special Tax Districts. In my opinion there should be no law made repealing the act creating them, unless the maximum levy for county school purposes should be raised to ten mills.

FINANCIAL.

Our county is in good condition financially. At the close of the last scholastic year there was a net balance of $1,522.14 in the treasury. We endeavor to keep within the limits of the amount assessed.

REQUIREMENTS OF PRINCIPALS OF SENIOR HIGH SCHOOLS.

The enforcing of the regulation requiring principals of Senior High Schools to be holders of State certificates, has had a wholesome effect in advanced school work, and meets my hearty approval. It acts as an incentive to higher aims, and loftier ideals.

READING.

In conclusion, I wish to say that I am doing all I can to encourage my teachers to improve themselves by reading good school journals and works on teaching, and the best standard literature, that they may be better prepared for teaching, and thus be enabled to inculcate in their pupils a love for reading. No branch of learning is more neglected in schools than the study of literature. It is evident that young teachers in country schools, and many students in high schools, do not read half enough. Often they know less about the great lights of literature and vital present-day subjects, than those who have not had the advantages of good schools. This should not be

so. There is no excuse for ignorance in this respect, when high-class magazines are so numerous, and the works of great authors are so easy of access. No one can be considered broadly educated, or truly cultured, without the knowledge that comes from extensive reading..

Very respectfully,
GEORGE J. GRAHAM,
County Superintendent Public Instruction.

HERNANDO COUNTY.

Brooksville, Fla., Nov. 30, 1906.

Hon W. M. Holloway, State Supt. Public Instruction:

The prosperity of public schools in Hernando County has been quite marked during the past two years. Public sentiment has increased in favor of more money for school improvement and better salaries and better teachers. In proof of this, last year the County Commissioners refused to levy more than five and a half mills for school purposes, although urged to do so by the School Board. This year they levied seven, the full limit of the law.

FINANCIAL CONDITION.

Financially the school affairs of Hernando County are in splendid shape. Schools opened this year with all debts paid and showing a surplus in the general school and every special tax school district fund in the county. In the special tax school elections this year a sufficient millage was voted by the people to continue this fine financial condition.

SCHOOL TERM.

Every white school has a regular school term of six months, with the understanding that if the State aid is not obtained to extend two months, the trustees will make provision for doing so, so that every white school will run a full term of eight months. The colored school at Brooksville has also made arrangements to extend its term of school two months. These facts indicate the keen

interest taken in public school matters in this county, and the great desire of parents for the education of their children.

BUILDINGS AND SCHOOL GROUNDS.

Improvements have been and are being made in school houses and grounds throughout the county. New buildings have been erected at Aripeka, Stafford Prairie, and Bay City; a colored school is now in process of construction at Wiscon. The high school building at Spring Lake has been handsomley painted, and several school grounds have been enclosed with substantial wire fences.

STATE AID SCHOOLS.

One Senior High School, at Brooksville; 146 enrollment, six literary teachers, one music teacher; all grades taught; term eight months; State course mapped out and followed in county course of study.

One Junior High School, at Spring Lake; 81 enrollment; three teachers; all Junior High School grades taught; term eight months; State course mapped out and followed in county course of study.

No schools extended under the 80 per cent act.

Five schools were extended under State Aid based on property valuation.

SPECIAL TAX SCHOOL DISTRICTS.

All schools are special tax schools. The entire county is covered by special tax districts. The district funds are used to extend term of school, pay incidental expenses and make repairs. They are an essential part of our public school funds. A discontinuance of them would greatly impair their efficiency by shortening their terms.

STATE CERTIFICATES.

The regulation of the State Board of Education tion requiring all principals of Senior High Schools to be holders of State certificates has had a salutary effect, and places the high school on a more elevated educational plane. We trust that the State Board will not recede

from its position in this matter, but elevate rather than lower the standard of scholarship required for all grades of certificates. To require principals of Junior High Schools to hold State certificates would be a move in the right direction. Hernando County has two teachers in the High School, who hold State certificates. No one is permitted to teach in the High School who holds a certificate lower than first grade.

THE FUTURE.

Hernando County is preparing for advancement in all its schools. It is our intention as nearly as practicable to make our rural equal in every respect to our urban schools. The same course of study will be followed in the country as in town and city, and the same length of school term will be taught. We shall equip the schools equally, according to enrollment, and give the country children all the advantages that children enjoy that live in town, as near as it can be done by the School Board in system, character of teaching and equipment. We wish to make it possible for a child to obtain as good a common school education living at home on the farm as it could get by going to the city school.

Yours truly,
A. M. C. RUSSELL,
County Superintendent.

HILLSBOROUGH COUNTY.

Hon. W. M. Holloway, State Supt. Public Inst.:

In compliance with your request, I submit the following report for the two years last past:

During the school year ending June 30, 1905, the Board expended for new buildings and additions to old buildings $7,536.87; during the school year ending June 30, 1906, the expenditures for same purposes amounted to $10,655.31.

There are being built and nearing completion a High School building in Clearwater costing $8,000; High School building in Plant City costing $10,000; a Grammar School building in Tampa, costing $28,000. The first

two are built of artificial stone, the latter of brick; a thoroughly modern school building in every respect.

The Board has bought and supplied to the schools in the last two years patent desks to the amount of more than $5,000.

Our three Senior High Schools have good equipment in physical and chemical apparatus. St. Petersburg and Tampa High Schools are well equipped for giving a thorough Business Course. St. Petersburg has a good equipment in their Manual Training and Domestic Science Departments. Excellent work is being done in all these departments.

All of these schools have very good libraries.

FINANCIAL.

At the close of the fiscal year, June 30, 1905, the Board had in the treasury $28,602.78; outstanding warrants amounting to $52,699.22, leaving a net indebtedness of $24,096.44. By strict economy and careful management of the finances the Board has been able to reduce the debt and at the close of the fiscal year ending June 30, 1906, we find cash in the hands of the Treasurer $43,034.41, warrants outstanding $51,380.31, leaving a net indebtedness of $8,345.90. Our warrants are paid promptly. We levy the maximum millage allowed by law, which is sufficient to meet our expenditures. Our people favor the maximum levy, and if necessary, I believe, would be willing to raise the millage even higher.

SPECIAL TAX DISTRICT.

During the last two years we have increased the number of sub-districts from thirty-three to forty-five. We have nearly all of the county in sub-districts now, and will probably organize four others this winter, which will include all of our schools. The forty-two sub-districts in existence last year collected $29,049.28.

The sub-districts are very popular with our people, and where once created are never abolished. They add interest in the schools and the attendance is generallly better where sub-districts are established.

The County Board has advanced money to districts to

aid them in building larger and better school houses and in purchasing better equipment for their teachers.

I believe that elections in special tax districts should be held once in four years, thus reducing the expense of maintaining these districts.

A law should be passed authorizing districts to bond for school purposes up to a stipulated amount based on their income. By doing this they could get money for building purposes at 5 or 6 per cent, whereas we now have to pay 8 per cent. on loans.

TEACHERS.

Our teaching force might be better were it not for the fact that we have some small schools where the salaries are not sufficient to employ trained teachers. A large majority of our teachers have had thorough training at Normal Schools of high standing and are doing excellent work. We require special training for promotion to better positions, and in this way succeed in getting a high standard of efficiency in our better schools. Our County Normal last year was conducted with the principal view to making better teachers, and the question of certificates was given a secondary place. We hope to see this idea taken up more extensively in our State Normal, as our experience shows that it is not always a first-grade certificate that gives the best results in the class-room.

COMPULSORY ATTENDANCE.

We need a law compelling the attendance of children at schools. I believe that a large majority of the people of this county would favor such a law. Great care should be taken in drafting this law so that it will be properly enforced and not become a dead letter.

TRANSPORTATION OF PUPILS.

Several years ago a former Board of Public Instruction started the transportation of pupils to public schools, the idea seems to be a good one, and since that time it has been gradually extended until for the last school year we paid for this purpose $2,871.25. The principal advantage derived is in consolidating small schools and creat-

ing graded schools, while the cost of education in these schools is materially increased. I believe the resulting benefits to the children are far in excess of the increased cost.

STATE AID TO SCHOOLS.

I believe the best thing the Legislature of Florida has ever done since the admission of the State was the granting of State aid to our common schools.

We have three Senior High Schools in this county, five Junior High Schools, five Rural Graded Schools and twenty-five schools that receive State aid under Chapter 5381. This latter appropriation has done more for us in increasing our attendance than any regulation we could have passed. The Board realizing the benefits resulting from this offer on the part of the State, has made an offer to all schools getting this aid, that if they will keep up the 80 per cent. attendance during the two months given by the State, that the County Board will add another month, thus making it possible for every school in the county to get an eight months' term.

We believe that the County Boards should be given more discretion in the use of this money, as they will use it more economically than it is now used.

INDUSTRIAL INSTRUCTION.

We hope in the near future to be able to introduce in schools where it can be done successfully, the Manual Training and Domestic Science Departments, and in the colored schools we hope to take up especially the practical side of these departments.

Our schools are in a prosperous condition, and we are progressing as rapidly as finances will allow.

STATE FAIR.

We have had two State Fairs held in Tampa, at both of which Hillsborough County has been fortunate enough to secure the prize for best Conuty exhibit, which tends to show something of the high standard maintained in this county. In addition to this, we have received a large percentage of individual prizes to various schools and

school children. While the work has interfered to some extent with school work, we have tried to eliminate this by having specimen papers taken up during the school term, and from the pages make up the booklets for exhibition, no special work being done for this purpose.

W. B. DICKINSON,
County Supt. Public Inst.

HOLMES COUNTY.

Bonifay, Fla., Nov., 1906.

Hon. W. M. Holloway, State Supt. Public Instruction,
Tallahassee, Fla.:

Dear Sir—In compliance with your request, I submit the following report for Holmes County Florida:

From January 1, 1905, to June 30, 1906, there were twenty-one unexpired school terms taught, the terms ranging from one to five months. Of the number, one was a Senior High, one a Junior High, and one rural graded school. The Senior and Junior High Schools received aid from the State as provided for under act of 1903. The application for the rural graded school was turned down for cause.

There were during the school year beginning July 1, 1905, forty-seven white schools and three colored schools in the county. During the school year six schools received aid from the State. The Senior and Junior High Schools received $835.20, and four schools received aid under the 80 per cent. act to the amount of $405.

Of the remaining forty-one schools, twenty-one were taught the full term, thirteen closed before the expiration of the term, and for the remainder we failed to secure teachers.

The total amount expended for teachers' salaries during the year was $7,130.59 for white schools and $192.50 for colored schools.

At the beginning of the present school year, schools No. 6 and 7, 13 and 21, 23 and 37, 28 and 43, and 42 and 46 were consolidated, reducing the number to forty-two white and three colored schools.

The amount appropriated for the maintenance of the forty-five schools for the present year was $6,490.

Of the three colored schools, one has been taught and one contracted.

Twelve of the white schools have been taught, three of which made an average of 80 per cent; nineteen other schools are contracted and near completion.

The salary of teachers for the present year ranges from $20 to $100 per month.

During the last year special tax districts have increased from four to eleven, in which are located thirteen schools; since July of this year four others have been created.

We cheerfully endorse the regulation of the State Board of June, 1904, requiring principals of Senior High Schools to be holders of State certificates, though it is with no little trouble or inconvenience that we are sometimes put to secure such a principal. The immediate effect is a stimulus to a higher education. Financially, it costs but little more to secure the holder of a State certificate than that of a first grade, and the difference in qualification and skill in teaching usually exceeds the difference in the salary. A teacher may be the holder of a first grade certificate and at the same time not be a competent principal for a Senior High School.

Respectfully submitted.

C. A. FULFORD,
County Superintendent Holmes County.

JACKSON COUNTY.

Marianna, Jackson County, Fla., Nov. 10, 1906.

Hon. W. M. Holloway, State Superintendent Public Instruction, Tallahassee, Fla.

Dear Sir: In compliance with request made in your circular letter of 6th ult., I submit this bi-ennial report of school operations in Jackson County.

BUILDINGS.

Our School Board has made but few appropriations for building and repair of school houses.

One house has been finished in a rural district at a cost of about one hundred and fifty dollars.

Some buildings have been supplied with sash and glass where patrons had erected houses on school lands.

The town of Graceville, in the northwest part of the county, has secured a good location, and has let the contract for an eight-room brick building. This property will be deeded to the School Board when the house is finished, and we confidently expect good results from this school in the future.

The city of Marianna has floated an issue of $25,000 in bonds, $10,000 of which will be used in the erection of a school building, and it is probable that this amount may be increased from other sources. It is expected that the new building will be built and equipped before the beginning of another term.

SENIOR HIGH SCHOOL.

Our County High School still keeps up a full enrollment and good average attendance.

JUNIOR HIGH SCHOOL.

Our two Junior High Schools, one at Sneads, the other at Greenwood, are well taught, and in excellent condition.

We have no rural graded schools receiving State aid.

SCHOOLS EXTENDED UNDER CHAPTER 5381.

During the last year eleven of our schools made the required 80 per cent average attendance, and we received from the State $1,209.50 for the additional two months' extension of these schools.

We received the sum of $471.75 from the State as our pro-rata of the appropriation under Chapter 5383, and from this fund ten schools were extended one month.

SPECIAL TAX SUB-DISTRICTS.

We have now eleven sub-districts established in the county, and the patrons of these schools are well pleased with the increased advantages from the funds raised by special taxation.

FINANCES.

Our financial condition is steadily improving. We had at the close of the last year a cash balance on hand of about $2,500. During the winter months when a large majority of our schools are in operation, we have our warrants cashed by one of the local banks, at a fair rate of interest for these advances, so that our teachers receive the face value of their warrants at the close of each month.

REGULATION MADE BY STATE BOARD, JUNE 11, 1904.

We were not hampered in securing a principal for our Senior High School by this regulation, but we have a competent man with State certificate who is filling the position very satisfactorily.

SCARCITY OF TEACHERS.

In the beginning of the present scholastic year we found considerable difficulty in supplying teachers for our country schools, and we hear of the same scarcity of teachers in many other counties throughout the State.

Yours truly,
C. C. GUNN,
County Supt. Jackson County, Florida.

JEFFERSON COUNTY.

Hon. W. M. Holloway, State Supt. Public Inst.

Dear Sir:—In compliance with your request, I respectfully submit the following report of the Public Schools of Jefferson County:

BUILDINGS.

I am glad to report that our school buildings are in

fairly good condition. We have built two new houses since last report, making seventeen in number. Several buildings are comparatively new and well painted.

HIGH SCHOOLS.

We have the same number of High Schools as reported lats time—four in all—one Senior High School and three Junior High Schools. We advise that the State appropriation be continued for these schools if the State finances will permit.

RURAL GRADED SCHOOL.

We have no rural graded schools in this county.

SCHOOL EXTENSION UNDER THE 80 PER CENT LAW.

We strongly approve of this law. It seems to be a kind of awakening to some of our people, two of our schools received aid under this law last year.

SPECIAL TAX SCHOOLS.

Our county has no special tax schools. There is no demand for any special tax schools.

REGULATIONS PASSED BY STATE BOARD.

We are not in position to say much about this matter at present. However, we will say that we find no objections to the ruling of the State Board in this matter.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

This is no longer an experiment with us. It has been fairly tried and we find that the people are becoming more interested every year. We are convinced that this plan is the only solution of the problem of improving the rural schools.

FINANCIAL CONDITION.

Our financial condition is in fairly good shape. My report for last year shows a cash balance on hand of $5,259.47.

Respectfully,
N. B. GILBERT,
County Superintendent.

LAFAYETTE COUNTY.

Hon. W. M. Holloway, State Supt. Public Inst.:

In compliance with your circular letter of October 2d, I submit my report of the public school of this, Lafayette County.

SCHOOL BUILDINGS.

We have built eight one-room school houses at a cost of $150 to $800 each, the first to be built by the Board of Public Instruction in the county. We have supplied four of our schools with good patent desks. It is our aim to make all school buildings comfortable, though not elegant.

SCHOOLS.

We have no Senior or Junior High Schools. Hope to have one next year. One Rural Graded School, which received State Aid. It was a success, and the Board of Public Instruction would have only allowed a four month term had it not been for the help given by the State. The 80 per cent. Act has proven a failure in this county. Have had no help from that source. Special Tax Schools are working well for us. It is my opinion that they could be carried on much more satisfactorily if the elections were to take place at the same time and if there was some limit to the boundaries.

FINANCIAL.

We have no trouble to meet all demands and still have a surplus of between $6,000 and $7,000.

The regulation passed by the State Board of Educa-

tion, requiring all Principals of Senior High Schools to be holders of State Sertificates, is meeting with general approval, and I consider a Principal who cannot obtain one not worthy of the place. It will have the effect to make a better grade of High School teachers.

Respectfully,
W. R. FLETCHER,
Supt. Pub. Inst.

LAKE COUNTY.

Leesburg, Fla., Nov. 19, 1906.

Hon. W. M. Holloway,
State Supt. Public Instruction.

My Dear Sir:

In compliance with your request I send you the following report of the condition of the public schools of Lake County:

SENIOR HIGH SCHOOLS.

We have one Senior High School located at Leesburg. The school, including the twelve grades, has an enrollment of about 225 pupils and has six teachers. The buildings—one brick and one frame—contain nine rooms, well furnished. It has the Crowell system of physical and chemical appartus and a small library. The school is well patronized by the people of Leesburg, and some pupils attend it from other parts of the county.

JUNIOR HIGH SCHOOLS.

We have one Junior High School, located at Eustis. It is held in a good frame building, well furnished and always kept in excellent condition. It has four teachers and an attendance of about 120 pupils. This school sometimes has eleven grades, but has never become a Senior High School.

We have one school of sufficient grade and numbers to hold the rank of Rural Graded School, but State Aid funds for that grade were not applied for last year.

SCHOOLS EXTENDED UNDER 80 PER CENT. ACT.

Fifteen of our schools made the required 80 per cent. attendance last year, under Chapter 5381, and secured the two months extension from the State. This aid was timely and helpful, for it gave these schools an eight months' term and permitted other county and district funds to be used in needed improvements on the school buildings and grounds.

The State Aid Funds, based on property valuation, benefitted schools so unfortunate as not to receive aid from other State funds. In this respect the law shows a spirit of fairness to schools which, possibly from an unavoidable cause, could not make the required 80 per cent. attendance.

SPECIAL TAX DISTRICTS.

Lake County now has twenty Special Tax Districts, all of which are popular and valuable to the school interests. The money derived from the special district taxes is used for the payment of teachers' salaries, building and incidental expenses.

STATE BOARD REGULATION.

The regulation of the State Board on June 11th, 1904, has had no effect upon this county for the reason that our Senior High School has always had a principal who holds a State certificate and the same principal has been returned this year. For our Junior High School we have had no difficulty in securing principals with first grade certificates.

As to finances in general, we are in good condition. We are practically out of debt except during the winter months, when we borrow money to tide us over until the taxes of the previous year come in. We are able, however, to secure funds for those few months at 5 per cent. interest. Our greatest difficulty is in being able to secure teachers for all our schools, especially those schools situated away from transportation lines.

I am very truly yours,

J. C. COMPTON.

LEE COUNTY.

Hon .W. M. Holloway, State Supt. Public Inst.:

In my report of the schools of Lee County which you require, I will make the statement brief, ending November, 1906.

Where there are ten pupils, comfortable frame (not box) buildings may be found, with one or two exceptions.

The highest salaries are paid teachers, as they will not come to a newly settled county for the amounts they can secure at home. Teachers do not come readily to this, the most southern section of Florida, on the Gulf coast. They see on the map a district extending from Boca Grande Pass and Cape Hays south to Cape Romano and Sand Fly Pass, along the open waters of the Gulf, and from these extreme points, including all between, to an unsurveyed line runnning south from some point in Lake Okeechobee, and ending sixty miles south in the Everglades. still they hesitate to believe that these names, well known to the scientific and commercial world, can mean desirable locations. The work of Superintendent to visit and write up correspondences is greatly increased, and these and other facts, not common in the average county.

The average attendance and length of term in the last report of the State Superintendent shows to better advantage than most others, six months being our shortest term.

Salaries are always cash.

More and more, each year, the school is becoming the one object of greatest interest in each community.

Of the many pupils attending the higher institutions of this and other States, not one who completed the course of their classes, dropped below the standard.

A carefully prepared course of study based on the State course is followed, including an examination at the close of each forty days, and a carefully prepared report filed in the Superintendent's office, with grade sheet and questions. It increases the work of the Superintendent and teachers, but better service is given with most valuable training in methods of examination now required in all callings. It also compels the Superintendent to have had training as a teacher, which alone prepares him.

There are several special tax districts, and a good ma-

jority would probably be given in favor of a law placing a fine on all who do not send without a just plea.

Fort Myers has been recognized as a Senior High School from the enactment of the law to date. Other localities have received State aid.

As a partial report, respectfully submitted.

JOS. F. SHANDS,
Superintendent of Lee County.

LEON COUNTY.

Hon. W. M. Holloway, State Superintendent Public Instruction.

Dear Sir:

In compliance with your request as per your circular letter of October 2nd, 1906, I have the honor to submit herewith a general report of the school work of Leon County for the past two years:

SCHOOL BUILDINGS AND GROUNDS.

We have thirty-six school houses for the white race and forty-two for the colored, some of these latter ones are colored churches which we assist in repairing on condition that we are to be allowed to use them for school purposes. I think this a good plan as the negroes feel more interest in taking care of the building than would otherwise be the case. We have built twelve new school houses during this time at a cost of $13,236.27, and have also expended $1,618.58 for repairs and school furniture, fences and improvements on school grounds. Two of these school houses are for high schools, one of them has nine rooms, the other has five rooms.

SENIOR HIGH SCHOOLS.

We have two senior high schools, both teaching all of the grades. The high school grades are taught exclusively by holders of State certificates.

JUNIOR HIGH SCHOOLS.

We have two junior high schools also, but have no rural graded schools receiving State aid as such.

SCHOOLS EXTENDED UNDER THE EIGHTY PER CENT. ACT.

We had five white and one colored schools extended under this act for the past season, aggregating the sum of $500. And also received State aid under the *"Trammell Act"* based on our property valuation to the amount of $490.50.

We find these several forms of *State Aid* to be very helpful in stimulating and encouraging our school patrons and teachers, and trust that the Legislature will renew this State aid at the coming session.

SPECIAL TAX SCHOOLS.

We have one special tax district, and it has two schools, one for white, the other for colored children. The revenue of this district is about four thousand dollars per year.

THE REGULATION OF JUNE 11, 1904.

The financial effect of enforcing the regulation passed by the State Board of Education, June 11th, 1904, requiring all principals of senior high schools to be holders of State certificates has been to cause an increase in the salaries of said principals. *I favor the enforcement of the regulation.*

FINANCIAL STANDING OF LEON COUNTY AS TO SCHOOL FUNDS.

We are not in debt and our warrants are worth their face value in cash. Our receipts for the past school year were $36,048.46 and will be increased the coming season. We carried over a balance on July 1st, 1906, in our treasury of $2,119.54.

INTEREST OF OUR PEOPLE IN EDUCATIONAL MATTERS.

There has been a great awakening of interest in public school mattters among our people and, in consequence, a rapid improvement in every respect in our public shcool system within the past two years. We are constantly introducing new features into the work, many of which prove to be very desirable; one of our experiments at present is a *"Kindergarten Class"* in the *Leon Graded and High School, at Tallahassee.* This was established in October, 1905. The teacher is a graduate of the *"Louisville, Kentucky, Training School;"* her salary is paid from the County Fund and she has a class of 28 pupils at present.

E. B. EPPES,
Superintendent Pub. Inst.

LEVY COUNTY.

Bronson, Fla., Oct. 10th, 1906.

Hon. W. M. Holloway, State Superintendent Public Instruction.

Dear Sir:

In compliance with your request, under date of 2nd inst., for a special report from Levy county schools, I have the honor to hand you the following:

The schools of Levy county are moving along on same lines and with an increasing interest among the people.

New conditions among our people have forced out new ideas, and these, in turn, have caused new modes of living which have compelled teachers to adopt new methods of teaching. I may say that our teachers are keeping up with this march of events and are making every effort to improve in knowledge, as attested by the fact that Levy county has had for the past two years a greater per cent. of its young men and women in colleges than any other county of this State.

No legislation of late years has done as much good to our schools as have those provisions of recent laws

which encourage schools to either maintain a high school or to increase the term—Chapters 5381 and 5382. Communities are now vieing with one another to win this coveted prize.

Last year we had eight schools that made an average of eighty per cent. of its enrollment, and thereby earned two months extra.

We also had three (3) schools to be listed as Junior High Schools and two (2) as Rural Graded Schools—in all thirteen schools that worked for and earned some appropriation from the State. This is a creditable showing when we consider that Levy county has only 38 white and 10 colored schools.

We are now paying to salaries of teachers $5,000.00 more yearly than was paid five years ago, or, at the rate of $1,000.00 increase yearly. The School Board has been compelled to meet the increasing demands of teachers who feel that their college training were for naught unless it meant better salaries. To meet the exigencies of th ecase the School Board has been fortunate in having more funds at its disposal, made possible from two items, viz: An increased property roll of the county; and, second, an increased number of special tax districts. The property roll is now (1906) two and one-quarter millions; and fourtteen special tax districts will yield $3,900.

The great need of the hour is professionally trained teachers; the county institutes do not nor can not make provisions for this need, and the summer training schools do not seem to uplift teachers on this line.

Very truly,
S. PHILIPS,
County Supt. Schools.

LIBERTY COUNTY.

No report received from Hon. T. H. Jackson, County Superintendent Public Instruction.

MADISON COUNTY.

Hon. W. M. Holloway, State Superintendent Public Instruction.

Dear Sir:

In compliance with your request, I herewith submit the following report:

BUILDINGS AND GROUNDS.

During the last two years we have erected four frame buildings at a total cost of $1,200.00, and one brick building at a cost of $12,008.00; and have repaired 15 at a cost of $400.00. The school houses of this county are neat frame buildings. Most of these are ceiled and painted and all are furnished with good heaters. As rapidly as possible we are furnishing our schools with comfortable desks, hyloplate black-boards and charts and maps. A few schools have dictionaries and other books of reference, but as yet very little has been done towards securing libraries. We never build a school house until we have a title to the land upon which the house is to be built. All our schools have ample grounds, and the Board encourages each school to beautify its grounds by planting trees, etc.

SCHOOLS.

Junior High Schools.

Madison county has put one Junior High School and we hope to make this a Senior High School in the next year. The enrollment for the present year is larger than ever before, and the interest is greater.

Rural Graded Schools.

Every effort seemingly has been made to establish a Rural Graded School in this county, but thus far we have been unsuccessful. We have three schools in which

the enrollment is large enough and in which the eight grades have been maintained, but, owing to agricultural conditions, the required average of fifty has not been maintained.

School Extended Under the 80 Per Cent Act.

No other single thing has stimulated the remote country schools so much as the act of the last Legislature extending the term two months, where an average of 80 per cent. has been made. Five of our schools profited by this act and several more came very near the required average. We would like to have the State aid continued, but we feel that the averages for Rural Graded School and for schools under the 80 per cent. act are too high. Let these appropriations be continued but placed the average for Rural Graded Schools at 45, and not over 75 per cent. of the enrollment for the other schools. This standard will then be in reach of our common schools.

State Aid Based on Property Valuation.

This county received $426.25 from State aid, based on property valuation. Four schools were extended one month each at a cost of $140.00. The remainder of this sum will be used with the apportionment for this year to extend other schools.

Special Tax Schools.

We have but two Special Tax Districts. In each of these the term has been extended three months; better houses have been built and these buildings furnished with patent desks and good black-boards. Our people are slowly awakening to the benefits to be derived from these special districts, and we hope and believe, the next few years will see many more districts established.

Florida Normal Institute.

We are expecting our entire school system to be greatly strengthened and stimulated by the establishment in Madison of the Florida Normal Institute, of which a fuller description is given elsewhere. We quote the fol-

lowing paragraph from the general presentments of the Grand Jury for the fall term of 1906:

"The public schools are at the base of our civilization and the advancement thereof, and it is our pleasure to comment favorably upon the betterment—as a general rule—of these institutions within our county. For this status of education in our midst we wish to congratulate our school board, and especially do we commend them for their generosity in securing the Normal Institution already established among us. We further commend them in being fortunate in having at the head of this institution a man of honor, character and attainments—Prof. W. B. Cate. In these several matters we have not overlooked the good work of our faithful superintendent of public instruction."

Financial.

Our School Board had a net cash balance of $597.49 June 30th, 1906, although we had expended $1,300.00, for buildings the past year. All warrants are paid promptly in cash. We have to barrow money each year before taxes are collected, for which we pay at the rate of six per cent. A six-mill levy has been assessed for the past two years.

Effects of Enforcing the Regulation Requiring All Principals of Senior High Schools to be Holders of State Certificates.

This regulation does not affect us at present, as we have no Senior High Schools. The enforcement of this regulation at this time may work a hardship on some of our teachers, and on some schools, because of their inability to secure State certificate teachers. I believe a wise and liberal course pursued in the enforcement of this regulation will ultimately result in a higher standard for our High School teachers, but whether enforced at this time or not, great care should be taken to keep this grade of certificate at or above par at all times.

School Term.

The regular term for all our schools is now five months.

Special tax districts add three months to this for special tax schools. A special appropriation for the purpose of extending the term of the Madison High School three months was made by our public-spirited town council. Many rural schools will receive from one to two months from State aid, making an average of six months for all our schools this year.

Respectfully submitted,
GEO. W. TEDDER,
County Superintendent.

MANATEE COUNTY.

Bradentown, Fla., Nov. 10th, 1906.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

My Dear Sir:—Complying with your request, I submit herewith a brief review of the operations of the public schools of our county for the past two years. All things considered, the past scholastic year has been one of more than average prosperity.

SCHOOLS ORGANIZED AND NEW BUILDINGS.

Keeping pace with the general growth of the country and increase of population, more schools and more buildings become necessary. For the past two years several new schools have been organized and very liberal allowances, from the county school fund, made for the erection and repairs for eight or more buildings.

In making appropriations for the erection of new buildings the County School Board has made it a custom to require the patrons to bear one-third of the actual cost of the building. As far as it has been in the power of the board during my administration, it has been their aim to provide for the convenience and comfort of the pupils, in every school district, suitable buildings furnished with patent desks, hyloplate blackboards, and stoves; to accomplish this end, the patrons have done much in assisting the board, and now, I believe I am safe in saying, that the general average of our school buildings

will compare favorable with those of any county in the State.

COUNTY HIGH SCHOOL.

Under the management of a thoroughly competent principal and an efficient corps of assistants, the success of our County High School, located at Bradentown, the county site, has been most gratifying. On this school we depend largely, in the future, as a source of supply for teachers in our elementary schools; I am fully convinced that nothing will raise the teaching standard of our county so much as a well organiezed County High School, and it is my earnest desire to place every district school in line with our High School.

SENIOR HIGH SCHOOL.

Our Senior High School, located at Palmetto, we feel is doing excellent work under the principalship of Professor W. B. S. Crichlow, with four able assistants. The building is a large handsome frame structure, with six rooms and auditorium; it is well furnished with patent desks, blackboards, apparatus, stoves, etc. The grounds consist of two acres, well kept, under a good fence; the building, furniture, grounds and improvements represent an outlay of $5,500.00.

JUNIOR HIGH SCHOOLS.

In the towns of Sarasota and Manatee Junior High Schools have been established with a present enrollment aggregating 250 pupils. Too much praise can not be said in behalf of the public spirited citizens of these towns, and the interest manifested in educational affairs, as is evidenced by the recent erection of the two large and well furnished buildings, in every way suitable for the best school work.

RURAL GRADED SCHOOL.

We have one Rural Graded School with an enrollment of more than one hundred pupils, taught by three competent teachers.

RECEIVED STATE AID.

Our County High School, Senior High School, Junior High School, and Rural Graded School all received aid under enactment 5382. Fourteen schools received aid for the scholastic term under provisions of the 80 per cent. act, and 6 schools received State Aid based on property valuation. To fully inform our patrons on these laws, through the compliance of which their schools would be assisted, I sent out to every patron in the County a circular letter explaining the purpose of Acts 5382, 5383 and 5381, also showing the benefits offered the schools by these laws; the results have more than warranted my efforts along this line. In my opinion, the State Aid Laws are wise provisions, which will result in much good for the cause of education over the entire State.

SPECIAL TAX DISTRICTS.

We have 38 Special Tax Districts, covering the entire county. Voluntarily voting upon themselves, and willingly paying this local tax, have done more than any one thing to carry the question of educating their children into the homes of our patrons, thereby arousing an active local interest in all school affairs, resulting in better buildings, furniture, salaries, teachers and a better attendance of pupils.

PRINCIPALS OF SENIOR HIGH SCHOOL TO HOLD STATE CERTIFICATES.

The enforcement of this regualtion is wise. It compels a higher standard of scholarship and efficiency, and will insure the placing of our best educated men and women at the head of our best schools.

GROWTH AND EFFICIENCY.

My last annual report shows, as doubtless you have noted, a marked increase over previous years in enrollment and average attendance; our reports show, also, that the number of pupils who pursue the more advanced studies of the common school curriculum increase each year. These two facts alone clearly indicate the growth and efficiency of our school work. I am more impressed every

day with my responsibility and the importance and necessity of our schools keeping pace with other improved methods in the great industries of life, and the necessity of my teachers being better equipped for their work—the better to satisfy the demands of an intelligent public.

QUALIFICATIONS OF TEACHERS.

Noticeable improvements along this line have been brought about by an individual desire among our young men and women for a higher education for themselves; and afterward, as teachers, by:

1st. The present excellent examniation laws.
2nd. Training received in State Normals.
3rd. Summer training schools and teachers' associations.

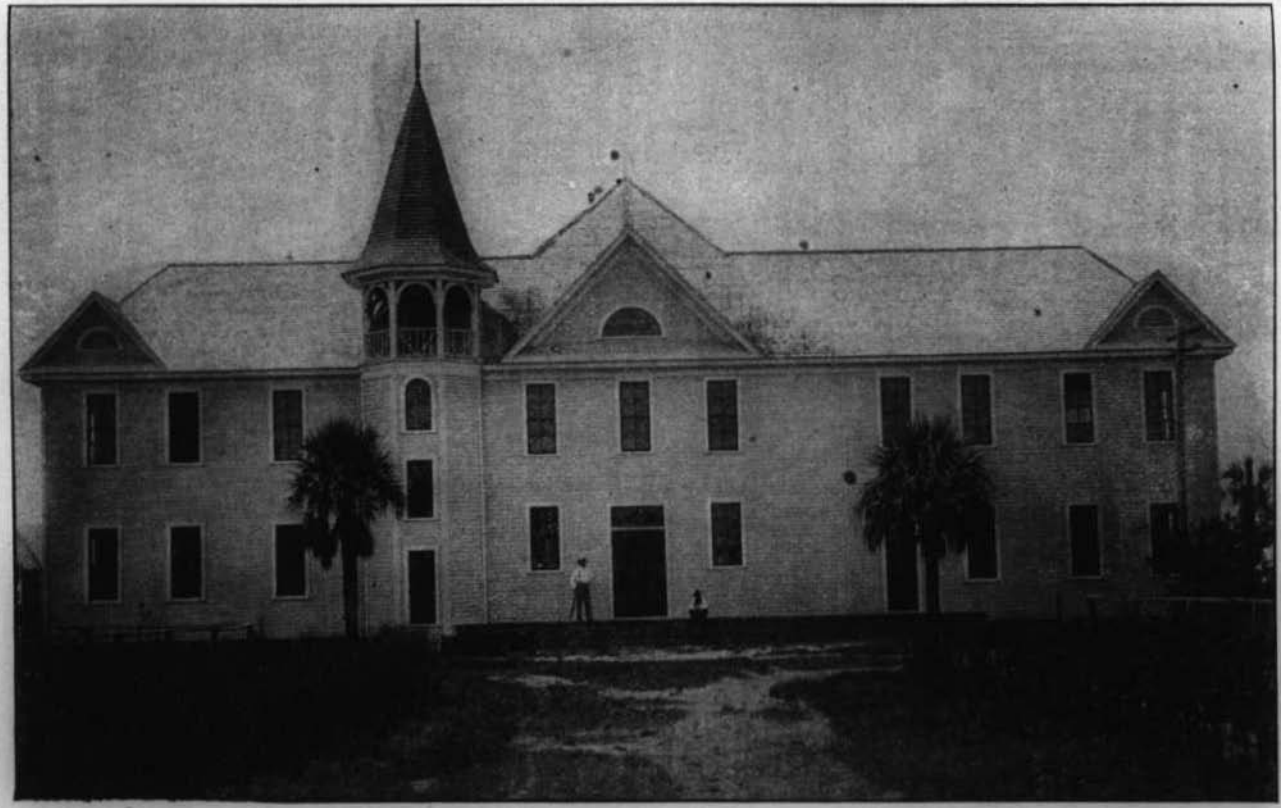
Emanating from the above causes, we have, as a rule, a class of better read and more generally improved teachers. However, with this excellence in the standard of our teachers, comes also, a demand for better salaries, which makes it more difficult year after year to supply our small schools with a good grade of teachers. The old plan of paying teachers or fixing salaries upon the basis of enrollment and average attendance has been abandoned and more value placed upon the individual worth of the teacher, training, grade of certificate and grade of pupils to be taught.

MUCH CREDIT DUE TO COUNTY BOARDS.

We have been peculiarly fortunate in having men to serve on our County School Board, and Board of County Commissioners, with broad and liberal views on all matters appertaining to the welfare of our public schools, and at all times co-operating with the County Superintendent in his plans and work. While all has not been accomplished that was hoped for, yet we have cause for gratification over the amount of good accomplished, and feel that we may look forward for still greater results in the near future in the general upbuilding of the cause of education in our county.

With respect, I am yours truly,

W. M. ROWLETT,
Supt. Pub. Instruction Manatee County.



Manatee County High School—Bradentown

MANATEE COUNTY HIGH SCHOOL.

The Manatee County High School is organized under the wise provisions of our State Educational laws. It is recognized that a very large per cent. of the boys and girls of our land must get their education near home. Comparatively few will have means to attend institutions at a distance; hence the County High Schools of our State will have to be "finishing schools" in fact, even though they may not have the facilities for giving a really finished education.

It has been, and will continue to be, the wise and liberal policy of our County Board of Education to make of the Manatee County High School an institution prepared in every way to fit young men and young women for usefulness and success in the various walks of life. Their purpose is to give as thorough and as broad a course of instruction as can be desired, or as may be required by the demands of useful and cultivated citizenship. The school is the property of the county, located at Bradentown, the county site. The building is a two-story frame structure containing six large class rooms and a commodious auditorium, besides the principal's office, cloak rooms, etc. It occupies a campus recently set with oaks and palms, and only two or three blocks from the center of population. The school is supplied with a laboratory, and also library of several hundred volumes, which are open to the free use of the pupils. Both laboratory and library are constantly being enlarged by the liberal gifts of friends and the efforts of Faculty and pupils. All of the rooms are well heated and unusually well lighted and ventilated. Blackboards, maps and other appliances for class work are abundantly supplied for every teacher. Water is obtained for the pupils from cisterns on the campus.

FACULTY OF HIGH SCHOOL.

Josiah Varn, A. B., Principal and Teacher of Natural Sciences.

Rev. A. J. Beck, A. M., Special Instructor in Classics and Higher Mathematics.

Mrs. Olive Driscoll Murphy, A. B., First Assistant and Teacher of English and History.

Miss Fannie Harrell, A. B., Spanish, Physical Geography.

Miss L. E. Reed, English Grammar and Mathematics.

Miss Loula Davis, Geography, Drawing and Elementary Physiology.

Miss Alice Beck, Music.

HIGH SCHOOL COURSE OF STUDY.

BRANCH	SENIOR	JUNIOR	SOPHOMORE	FRESHMAN
Mathematics	Trigonometry ..5	Geometry 5	Algebra 5	Algebra 5
Latin	Horace 5	Cicero & Virgil...5	Cæsar 5	Latin 5
History	U.S.& Fla.C.Gov..3	English 3	Modern 4	Ancient 4
English	Literature 4	Rhetoric 5	Grammar 5	Composition 5
Science	Chemistry 3	Physics 3	Zoology & Botany3	Phys. Georg. 3

The subjects given in the preceding diagram are those required of all students who wish to graduate from the High School. Besides these subjects there will be required a definite course of classical reading for each grade and course in supplementary reading, which will be changed from year to year. The figures in the diagram indicate the minimum number of recitations in that branch per week.

W. M. ROWLETT,
County Superintendent.

MARION COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.

I am glad to give you the excellent condition of the schools of Marion county and the rapid progress made within the past two years.

FINANCIAL CONDITION.

Our school finances, both county and special district funds, are in good condition. Every summer about September, we are out of debt for the general school fund, with about $5,000.00 cash to the credit of the Special District Fund. A few of the districts are in debt for new buildings, but their yearly income is sufficient to bring them out of debt within a few years. As long as we continue with our present school board, I feel safe in saying that our county will remain in a good financial condition.

The Board uses every economy to keep the school out of debt, at the same time it is liberal in everything that is absolutely needed.

BUILDINGS AND SCHOOL GROUNDS.

As a whole we have as good buildings as can be found in the State. For the past two years our people have been very active in improving their school buildings and making them more comfortable. Since my last bi-ennial report the County School Board, the District Boards and the citiezns, all combined have built at $3,500.00 house at Dunnellon, $1,000.00 building at Reddick, another that cost $1,000.00 at Buck Pond, at Martel $600.00, and Ocklowaha $500.00 buildings have been built and a $400.00 colored building at Montague. Many buildings have been newly painted and ceiled, until we hardly have a building in the county for white pupils, unpainted and not ceiled, and most of them well furnished.

We are now buying nothing but the patented single desk. We are making every effort to keep the school grounds in nice order and attractive.

SCHOOLS.

The standard of our schools is certainly better than ever

before, and improvements can plainly be seen each year. We now have three Senior High Schools: Ocala, Dunnellon, and McIntosh. We have five white and two colored Junior High Schools; Citra, Anthony, Fellowship, Reddick, and Belleview, and the colored schools—Howard Academy and Fessenden Academy. We have fifteen other schools well graded with the full eight grades, but only two with two teachers each; Pedro and Weirsdale.

Last term we received State aid as follows: Senior High Schools, $600.00 each for Ocala and Dunnellon; Junior High Schools, $360.00 each for Citra, McIntosh, Fellowship, Blitchton and the colored schools; Howard Academy and Fessenden Academy; Rural Graded Schools, $200.00 each; Belleview and Reddick.

Last term the following schools made the 80 per cent. avergge attendance for the regular county term and were extended two months by the State: Charter Oak, Pine Level, Hurricane Pond, Linadale, Ocklawaha, Oak Hill, Mayville, Fort McCoy, Martel, Ebenezer, Electra, Weirsdale, Martin, Flemington and the colored schools Christian, Freestone, Montague and Mount Royal. The total amount received to extend these schools was $1,410.00. law providing aid based on the Property Valuation of the county, gave Marion county $905.25.

SPECIAL TAX DISTRICTS.

We now have thirty-two Special Tax School Districts. All of these districts are extending their terms to seven and eight months, and most of them are supplementing salaries in order to secure more proficient teachers. The total revenue from the special districts for the 1905 taxes will amount to $10,533.47. This amount is a wonderful aid and assistance to the general county school fund. By the aid of the Special Districts we have increased our term of school from five to practically eight months; from teachers holding second and third grade certificates to teachers holding first grade and State Certificates. Nearly all of our districts are levying the full three mills special levy.

REVENUES.

We are now making a general levy on the county for school purposes of six mills, which gives about $25,000.00

or $26,000.00. This, with the $10,000.0 from the districts and the State apportionments and the Legislative appropriations for Rural Graded and High Schools, the eighty per cent. average and the amount apportioned on the valuation of property gives our county a total of about $45,00.00 for all school purposes per year. These Legislative appropriations have been a great stimulus to our people, and I believe it would be a most grievous mistake to withdraw any of them. I hope the appropriation for Rural Graded and High Schools can be increased to $100,000.00.

TEACHERS.

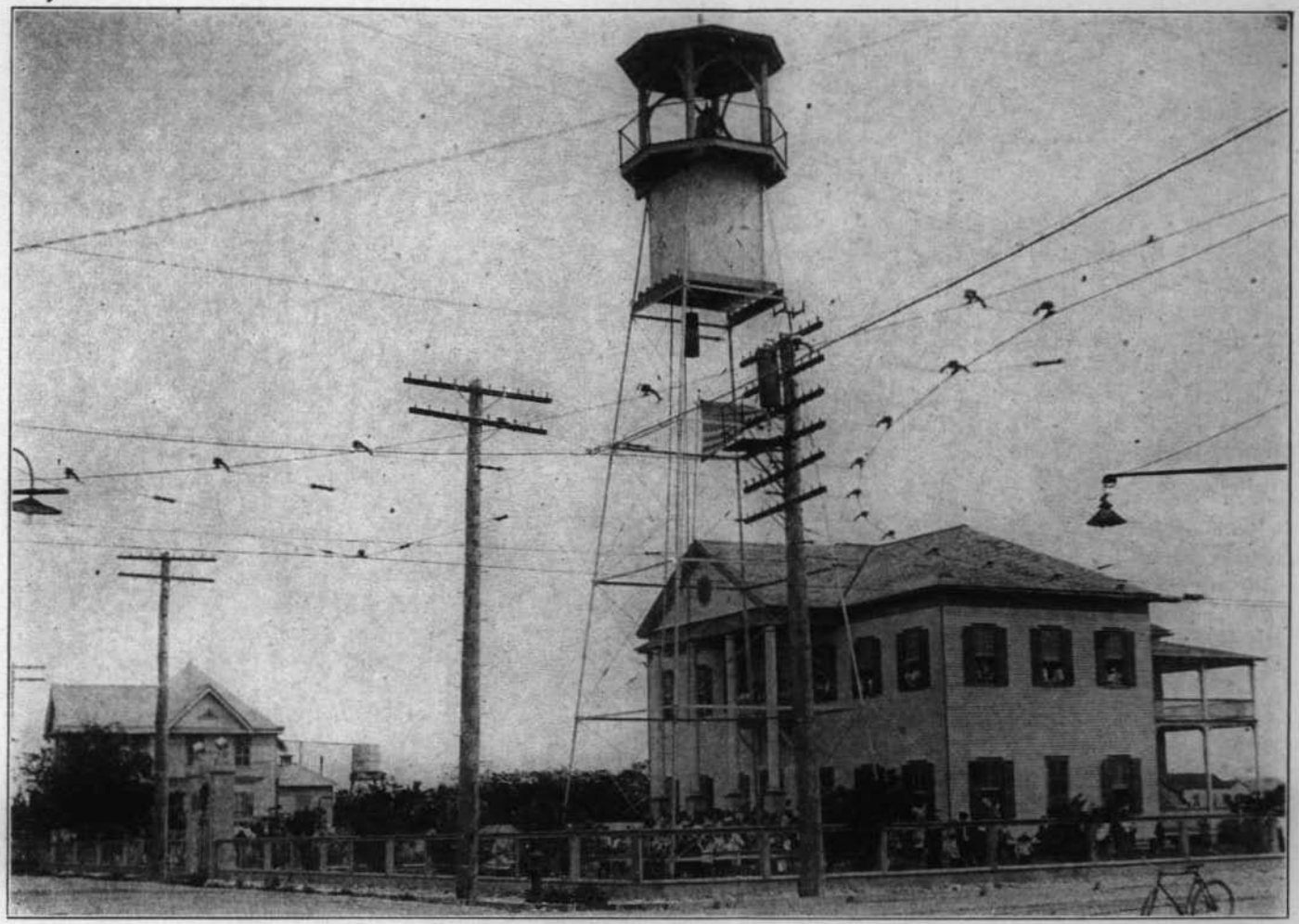
Our teachers are progressive and we have spared no effort to encourage them by better positions and better salaries. We find those teachers who remain in one place for several years to be much more proficient and progressive than those who change their places each year in the hope of securing $5 per month more in salary. Our teachers meet once every six weeks in a one-day county association. The teachers all work in harmony with one another, and with the superintendent and school board.

The scarcity of teachers is becoming alarming all over the State. Last term we lacked at least a half dozen teachers of having enough to fill all of our schools. The cause for this, I think, is prosperous times, the men can make more at almost anything else, and few girls will teach school if they can live comfortably at home. The only remedy I see for this is more salary and full eight months' terms.

There are a few teachers scattered over the State that are causing much trouble to school officials and patrons—they will accept a position in one county and then continue to apply for positions in other counties until they secure a place at five or ten dolars per month more, and then refuse the first place accepted without any excuse or reason, and often only a day or two days before their first school was to have opened. The Legislature should pass a law to rid the State of this class of teachers.

ATTENDANCE.

Our school attendance is still growing; we thought last term it had reached high water mark, having made the



"LOVIE TURNER" PUBLIC SCHOOL

Showing Residence of Principal, *Key West, Florida*

largest increase of any year in its history, but from the present indications the attendance will be much larger this year than last. I attribute this to a number of reasons: Everything is prosperous and growing and it would be unnatural at this time for the schools not to grow, but I think the greatest reason for this growth is that our people have learned to love their school as they do their home. Our people are taking more interest in the schools than ever before, almost every child seems to be proud of his school.

Most respectfully,
W. D. CARN,
Supterintendent Marion County.

MONROE COUNTY,

Hon. W. M. Halloway, State Supt. Pub. Inst.

The Board of Public Instruction for Monroe County is endeavoring to make the public schols so efficient that there will be no cause for parents to send their children to other schools, and at the same time, so attractive, that it will be impossible to keep the children away.

Of course, when a profesisonal, or technological course is at any time desired, it will be necessary to send to one of the higher universities, which alone afford such advantages.

In order to accomplish this object, we will endeavor to render the schools as inviting and home-like as possible, by beautifying the grounds with flowers and shrubbery and providing separate and ample playgrounds, with plenty of games for the boys and girls, where before, and after school, and even during vacation, they can enjoy the wholesome and innocent games provided for them, and still be under the supervision of their teachers.

It is always well to remember, "that all work and no play makes Jack a dull boy," and that knowing how to play is an essential part of school life. School children should be constantly employed, it matters not, whether at work or play; for the great secret of discipline and instruction, lies in constant occupation; when children are steadily employed in doing something, it is impossible

for them to get into mischief ,and when school is out, and they have had a god romp, at ball, or something else, and then go home, they will be as ,tired as healthy children always are, and have no desire to go into the streets and bad company, but will infinitely prefer their beds and the good healthy innocent sleep, which is needed to refresh and invigorate them for the next day's work.

Our teachers stand in the place of the parents to the school children and assume charge of them, from the time that they leave the gates of their respective domiciles, until they return home, at the close of the day. The School Board, stands as guardian, to both children and teachers, and will always protect both, from injustice and oppression, from any source whatever, and will as a matter both of principle and discipline, support its teachers, even when in error, at the same time, admonishing them of mistakes, which all are liable to make at some time.

It is proposed further to provide a comfortable home upon the school premises, for every principal of a public school, and also, a home for the janitor. This arrangement will enable the janitor to be constantly employed in keeping the grounds in order, and give the principal a chance to rest, and recruit from the exhaustive nervous prostration following an eight months' school term, and to acquire sufficient vital force, to carry through the ensuing year.

"The laborer is worthy of his hire," and there is no work so laborious, no profession so noble and so important and at the same time so thankless and so poorly paid as that of the public school teacher; verily, they are the "salt of the earth."

The accompanying cuts, show the "Lovie Turner" Public School, at recess. The first showing only the schoolhouse, and the second, giving a bird's eye view of the grounds, and the building intended as the principal's residence. This school was named for a graduate of Sears Public School, one of Key West's most faithful teachers, who is entitled to the entire credit of building it up, as one of the most flourishing schools in the State, and was given her name, as a slight testimonial from the School Board, of their appreciation of her life's devotion. to the cause of eduaction in Monroe oCunty.

The Board contemplates in the near future, building two substantial and commodious schoolhouses, upon spa-

cious grounds already selected, and a principal's and janitor's house, upon each site. We believe that in inaugurating this system, we have solved one of the most important and difficult problems in the control and management of the public school question.

In taking a census of the parochial and private schools of the county, we came across a rather anomalous condition of affairs; in two of them we found several light colored mulattoes, attending school with white children, and in two small Cuban schools, negroes and white folks, being taught together, under the same roof; and one Cuban negro woman, teaching twenty-four white children.

NEED OF SCHOOL LEGISLATION.

The next Legislature of the State should enact a law, making it the duty of the Superintendent of Public Instruction of each county, to take the census of all other schools, other than the public schools, once each year, and report all cases where negroes are teaching white children, and where any person is teaching negroes and white together, whether in day schools, night schools, or schools of any character whatever ;to the State Superintendent, who should be required to prosecute all such cases. This act should provide—that no person can be admitted to any school whatever—having any white children in it, unless such person presents the certificate of two well known white American citiezns, who will testify upon oath, that they are ell acquainted with such person, or persons and their parents and grandparents and know them to be of the white or Caucasian race, and without any taint of African or brown and mongrel races.

This certificate should be entirely satisfactory to the superintendent as to its truthfulness, before admitting such person producing it.

Another act shoul be passed, repealing the act, giving State aid to the public schools upon the basis of average school attendance in each county, and require that such aid be based entirely upon the population of each county, this will give about the same average of children to population in every county, and will close the door to fraudulent average attendance, gotten up to secure more money. The law as it now stands, takes away the money belonging to children where schools are not established and prevents their establishment, by giving it to schools

already well established, and consequently showing better average attendance.

An act should also be passed, making education compulsory and should provide that every county should provide sites for every school, sufficiently large to afford roomy playgrounds for boys and girls, and to erect upon such sites, substantial commodious buildings, sufficient to accommodate the school population.

Nine public schools are maintained in Monroe county; of this number, four are rural schools for whites, located upon the Florida Keys, and having terms of 80 days actaully taught.

There are five public schools upon the Island of Key West, each having a term of 160 days; two of these are for whites, one (San Carlos), for Cuban children, and two for negroes.

Twenty-eight teachers are employed in the public schools of the county. Of these nineteen are white, teaching American white children, one white Spanish, teaching Cuban children at San Carlos Public School, eight are negroes, who teach the children in the negro schools.

3,000 children in Key West (estimated) attend no school.

3,888 attend schools in the county.

2,707 are white.

1,181 are negroes.

1,938 are public school children.

1,950 are parochial and private school children.

657 white boys attend the public schools.

601 white girls attend the public schools.

545 white boys attend the parochial and private schools.

904 white girls attend the parochial and private schools.

299 negro boys attend the public schools.

381 negro girls attend the public schools.

215 negro boys attend the parochial and private schools.

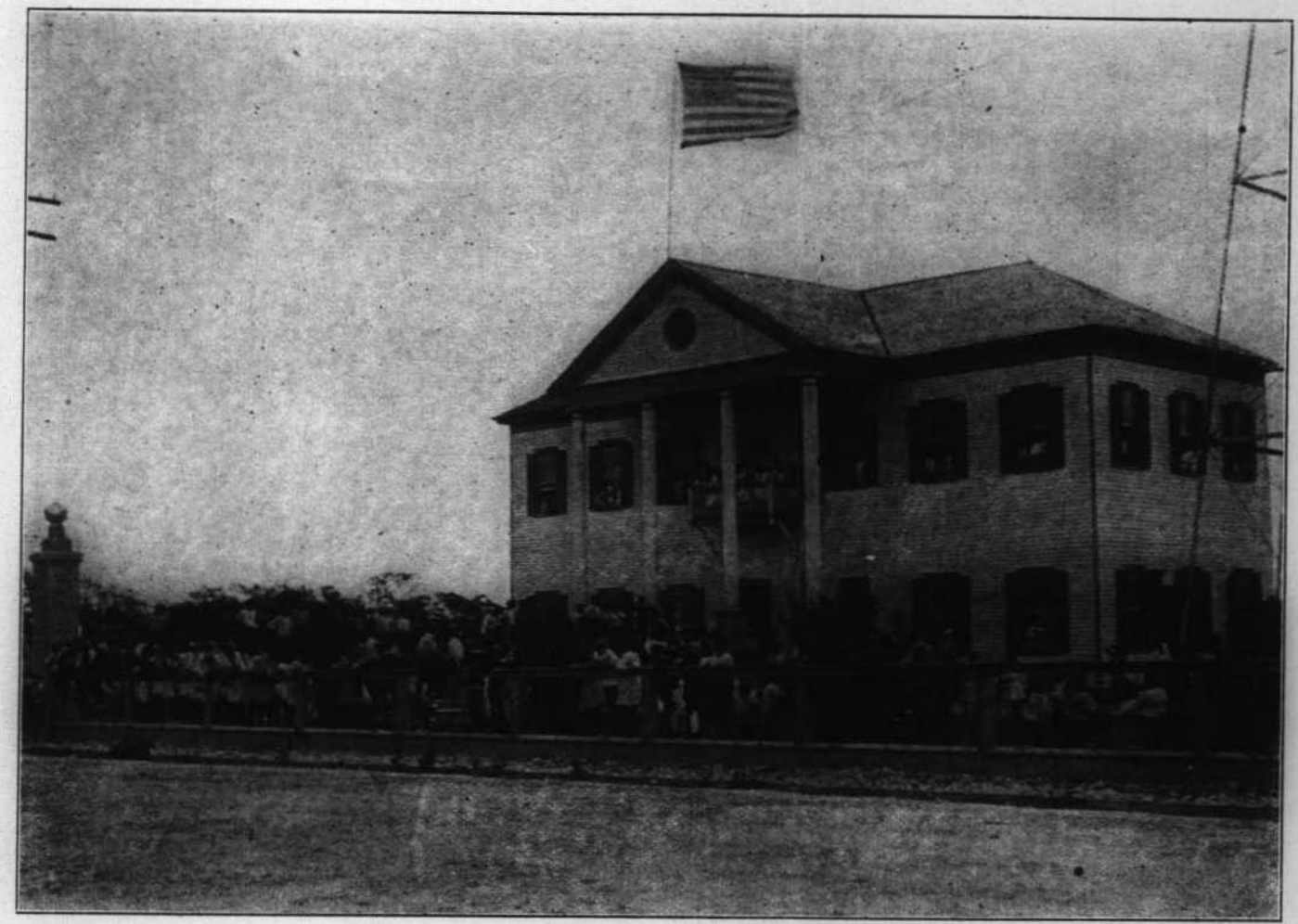
286 negro girls attend the parochial and private schools.

RESULT OF STATE UNIFORM EXAMINATIONS.

Five second grade Certificates were issued, viz.: 4 white females. 1 negro female.

Six third grade Certificates were issued, viz.: 3 white females. 1 negro male, and 2 negro females.

33 years is the average age of teachers.



"LOVIE TURNER" PULIC SCHOOL

(At Recess) *Key West, Florida*

81 months is the average experience of teachers in months.

$100 is the highest salary paid to whites, per month.

$40 is the lowest salary paid to whites per month.

$65 is the highest salary paid to negroes per month.

$30 is the lowest salary paid to negroes per month.

$45 is the average salary paid to teachers per month.

126 days is the average term taught in the white schools.

160 days is the average term taught in the negro schools.

J. V. HARRIS, M. D.,
Supt. of Monroe County.

NASSAU COUNTY.

Honorable W. M. Holloway,
State Supt. of Public Instruction.

I beg to submit the following as my report for Nassau County, covering the scholastic year of 1905-1906:

The total enrollment numbered 2,013 pupils—with an average daily attendance of 1,265.

To teach the county schools 58 teachers were employed, of whom 13 held first grade, 24 held second grade and 13 held third grade certificates, besides 8 teachers who obtained temporary certificates. The average pay of our teachers was $35.30 per month, and the average length of school term was ninety-six days. The total amount of warrants issued during the year was $17,374.20. This amount includes monies paid for all purposes. Of this sum $1,594.60 was paid for construction and repairs of buildings, leaving for cost of tuition and administration the sum of $15,779.60, or the amount of $7.84 for each pupil, being about 8 1-6 cents per day for each day of the school term, per student.

The statistics of our county show that one-fifth of the applicants for teachers' certificates fail in passing the examinations. About one-fourth of the county teachers are graduates of Normal schools and about the same number are recruited among teachers of other counties and States.

The financial statistics show the county School Board to be practically free from debts, owing only $249.98 at

the close of the school year, with $4,651.00 of uncollected School Taxes yet to be paid into the Treasury. The tax assessed for school needs on the county assets was 5 1-4 mills, with an additional half-mill levied within city limits for special school district maintenance.

The county of Nassau has no rural schools receiving State aid, and only one school in the rural precinct was extended for one month under the 80 per cent. act.

I tappears from perusal of existing conditions that concentration of schools, within a given radius, would be to the great advantage to the children attending rural schools; what system can be properly devised for uniting several of the small schools into a single central school, and to do so in an economical manner, within the limit of our county finances, is yet undetermnied. That such concentration is to be desired there can be no doubt. Owing to the present arrangements and the scarcity of teachers, several schools are not taught during the period when country children can best attend. The lack of teachers renders it necessary that the same teachers should be employed in succession in different localities, in order that some school term can be afforded to the pupils, hence the school days in some places are protracted into the hot summer days.

Larger attendance at one school, and the suppression of several small schools would result in permitting the employment of teachers at better remuneration and would permit the school term to be conducted during the most favorable season.

Another matter that should receive the earnest attention of those interested in the welfare of the schools, is the present manner of determining the millage that shall be levied upon the assets of the counties for school purposes. Under the present system the School Boards prepare their estimates for the ensuing scholastic year, and submit the same to the County Commissioners. The County Commissioners as a rule, consider the matter in connection with other financial questions relating to county affairs, and decide the millage to be levied. In other words, the County Commissioners are the Courts of last resort, and can and do often set aside the estimate of the School Boards and decide upon such levy as would in their opinion be best for the *present* financial condition of the counties. The present financial condition is always paramount with County Commissioners, and they do for-

get that school matters, if neglected for cause of insufficient finances, do not affect the present—but the future of the citizenship of the Counties and State. Legislation should be so amended as to permit the Board of County Commissioners and the School Boards to vote jointly on school millage.

H. L. MATTAIR,
Supt. Public Inst. Nassau County.

ORANGE COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.

BUILDINGS.

During the last two years Orange County has not lagged behind her sister counties in the almost universal enthusiasm existing in our State on education, which has reached a point where things are being done. The good effects are evident in daily increasing zeal, better teachers, better schoolhouses, better equipments and increased willingness of the taxpayers to be taxed for the benefit of schools.

We have built in the last two years schoolhouses in Orlando, Oconee (not yet finished), Oakland, Geneva, Pine Castle, Boggy Creek, Christmas and Lockhart, at an outlay of $36,100.00.

SPECIAL TAX DISTRICTS.

We have fifteen active Special Tax Districts and one dormant, but showing signs of life through stimulants daily administered by increased and increasing number of pupils, and a desire to keep up with the progress of the schools in other districts. The income of the Special Tax Districts for the last two years has been $11,831.00.

SENIOR AND JUNIOR HIGH SCHOOLS.

Our High Schools are doing excellent work. The only objection to the act requiring State Certificates for principals of Senior High Schools is that the regulation did not include Junior High School principals and assistant

teachers in High Schools. Such a regulation would be consistent with the requirement which enforces an examination on all studies taught in the first eight grades. There is no reason why the teacher of Latin and higher mathematics and physics should not be required to show his capacity to teach these branches by being required to hold a certificate of competency therein from the proper authorities. The State Board can not go wrong in that direction.

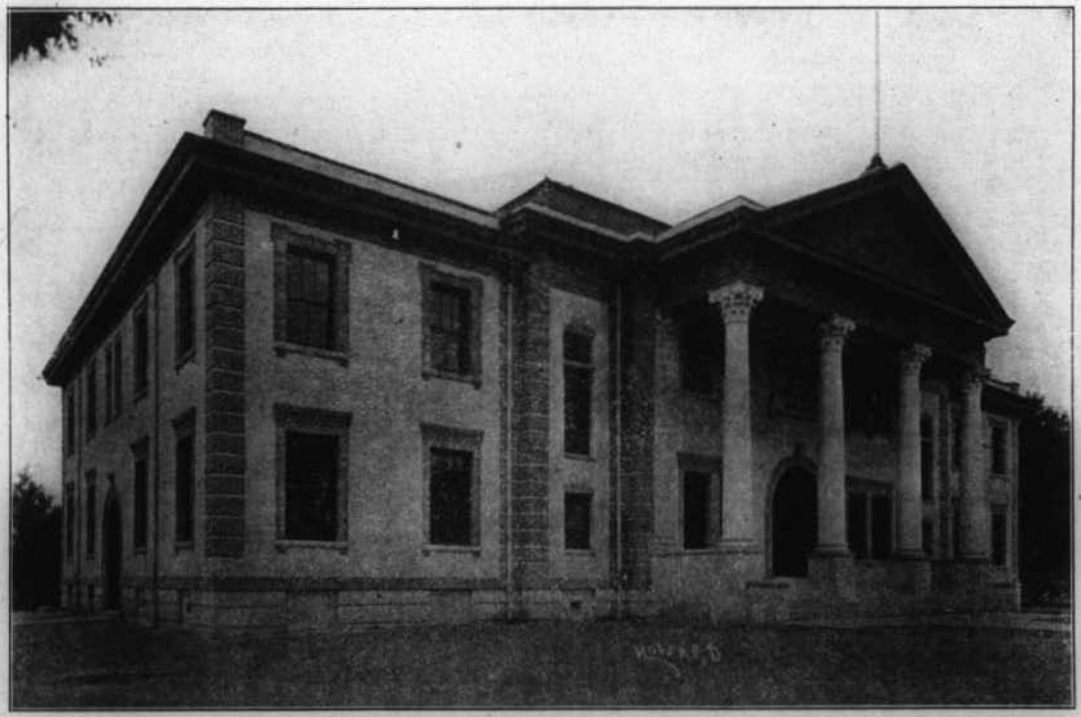
STATE AID.

The present mode of distributing State Aid is wise and perhaps can not be improved. The 80 per cent. act has acted like a charm, stimulating both patrons and teachers in Orange. I think the Legislature will act wisely to continue unchanged the present law.

COUTNY SUPERINTENDENTS.

While everywhere in and out of this State larger educational requirements for our educators are demanded, the time has perhaps arrived for our Legislature to enact a law requiring *some* educational qualifications for those who shall hold the office of county superintendent. How can a man be a well qualified superintendent of the educational interests of a county, if, when he attends a recitation in one of his High Schools, he does not know whether the class is reciting a lesson in Latin or Hindoostance in Trigonometry or the mysteries of Alchemy? If his position classes him among the educators of the State, it is clear that the powers that be should see that he possesses qualifications that show he is rightly classed by them.

W. B. LYNCH,
Superintendent Orange County.



Orlando Public School Building

OSCEOLA COUNTY.

Kissimee, Fla., Nov. —, 1906.

Hon. W. M. Holloway, State Superintendent Public Instruction, Tallahassee, Fla.

Dear Sir:

In reply to yours of October 2nd, will state that the schools of Osceola county are in a flourishing condition and, as you will see by referring to the last annual report, the average attendance is very good. This is evidence of the interest the children are taking in the schools.

Our country is in a very good shape financially and we pay all bills promptly. We especially see that the teachers receive their pay.

We only have one High School in our county, "The Osceola High School," and, while we would like to have more, still I think I can say the one we have ranks with the best in the State. In this school we have thirteen teachers and besides the regular studies, a complete course in music, elocution and art is given. The last three branches, though, are paid for by the pupils who take. We also put in last year a very complete chemical and physical laboratory, and I have had several college students to remark on the completeness of same.

We have one rural graded school in the county, and last year had three schools extended under the 80 per cent. act. There are only three special tax schools in our county.

Under the regulations of the Board, passed by the State, we secured Prof. Robert M. Evans, of Tampa, and I think I can safely say that, although he is a young man, we have one of the best principals in the State. I think there is no doubt but what the Board acted wisely and that better high schools will result therefrom.

Yours very truly,

W. J. SEARS,

Supt. Public. Instruction, Osceola Co.

PASCO COUNTY.

Hon. W. M. Holloway, State Superintendent Public Instruction.

Dear Sir:

The High School building at Dade City has six large, well lighted recitation rooms. The lot consists of one acre. This school was reported as a Senior School last year but, after investigation, it was found to be a Junior. It remains a Junior. The school is in good condition at the present time.

The following is the faculty for 1906-1907:

Prof. Linton L. Tucker, principal.

Miss Mary B. Riherd, Frank Riherd, Alice C. Smith, Lula R. Cochrane, Inez Cochrane, Daisy Brooke.

The school at Trilby, known as Trilby Junior High School, has two teachers. Prof. F. B. O'Berry is principal. Building has two recitation rooms and a hall above. Lot consists of one acre.

San Antonia Rural Graded School has two teachers. Sr. Mary Immaculate is principal. The building has two recitation rooms and a hall above. Lot consists of one acre.

School building at Blanton has two recitation rooms; lots consist of one acre.

Building at Bailey has two recitation rooms; lot consists of two acres.

Buildings at Pasco, Union, Hudson and Fivay are one-story buildings, with two recitation rooms.

The following schools have one recitation room:

Slaughter, Withlacoochee, Sumner, Ellerslie, Richard, Childers, Independence, Lake Buddie, Elba Heights, St. Joseph, Emmaus, Darby, Clay Sink, Wesley, Wells, Matchett, Ehren, Prospect.

During the past year the following schools were extended under the eighty per cent. act:

Ellerslie, Childers, Prospect, Union, Independence, Matchett, Darby, Greer, Blanton, Emmaus, Withlacoochee and Lake Buddie.

The following schools had an extension of one month under the act based on property valuation:

Richland, Sumner, Wesley, Wells, Slaughter, Hudson and Hancock.

All the schools of Pasco county, except Hancock, re-

ceive funds from the special tax. This school has no special tax district.

JOHN BARNES,
County Superintendent.

POLK COUNTY.

Bartow, Fla., Nov. 6th, 1906.

Hon. W. M. Holloway, State Superintendent Public Instruction.

Sir:

Complying with your request, I have the honor to submit the following report for the term 1905-1906:

BUILDINGS.

There has been constructed in the county during the period mentioned, five new school buildings, all frame, at a cost to the county supplemented by special tax district funds in the sum of $3,202.89.

Repairs and additions to old buildings at a cost of $560.00.

The general average of rural school buildings is very fair—meeting in their appointments and construction all requirements for school purposes.

I regret not being able to furnish cuts of a number of these buildings.

The buildings for use of the high schools and junior high schools will compare with any in the State.

SCHOOLS.

There were in operation 67 white and eight colored schools. Of the white there were two Senior High schools, three Junior High Schools and two Rural Graded Schools receiving State aid, thirty-two receiving aid under Chapter 5,383 and seventeen under Chapter 5,381.

The basis was laid for an increased number of Junior High and Rural Graded schools in the future.

SPECIAL TAX SCHOOLS.

Schools located in these districts enjoy some additional

advantages over the generality of schools. Where necessary, the county apportionment for teacher's salary is supplemented, and books are furnished all children of the district free.

The districts are in favor and are of great benefit.

FINANCIAL.

Beginning with the biennial, there was an indebtedness of, in round numbers, $11,000.00; at the present there are now outstanding and unpaid warrants amounting to $6,028.00.

There has been no restriction in supplying the schools with furniture, apparatus of other conveniences—the salary of teachers has been increased until they receive as good salaries for the same grade of work as are paid in any county or part of the State, and yet this debt has been reduced to the present sum.

The people respond willingly in paying any assessment for school purposes.

The requirement of the State Board in the matter of principals of high schools being required to hold certificates works no hardship, but tends to increase application for advancement and improvement in the ranks of our teachers.

Our county board, seemingly, as if in anticipation of this action, had promulgated a regulation requiring our teachers to obtain higher grade certificates for certain work they had been permitted to attempt with the certificates then held.

There has been a general advancement and an awakened interest in all educational work, which I feel is directly traceable to the State department.

The conditions in the county, in view of the generous action of the Legislature, is as favorable as in any part of the State.

The present teaching force is well trained and energetic, and is doing satisfactory and effective work.

Respectfully,
S. S. NIBLACK,
County Superintendent.

PUTNAM COUNTY.

Palatka, Fla., Nov., 13th, 1906.

Hon. W. M. Holloway, State Superintendent Public Instruction, Tallahassee, Fla.

Dear Sir:

In compliacne with your request of October 2nd, 1 respectifully submit the following report for your biennial:

Our school buildings are in fairly good repair, but are badly in need of paint. The patrons aid us in keeping up our buildings and thereby we manage to make the necessary repairs at a very low cost. We have been doing some painting and I trust that we will be able to continue this very necessary work until our buildings present a better appearance.

School grounds are kept up by the patrons.

SENIOR HIGH SCHOOL.

The Palatka High School, which is the only high school in the county, has an enrollment of 353 pupils and is maintained eight months in the year. We follow the standard course of study from the primary grade to the twelfth. Quite a number of pupils are coming to this school for better advantages, after they have finished the grammar schools in the country districts, and the school is having a marked effect for good on the educational interests of the county. We are endeavoring to make the school as up-to-date as possible, and thereby encourage our pupils to remain at home until they have completed the High School branches. We have purchased recently for the school $200 worth of physical apparatus. The State aid has been of material benefit to us in the maintenance of the school, and it is to be hoped that the next Legislature will not only continue the appropriation, but will increase it.

We have a Junior High School located at Crescent City, with an enrollment of 101 pupils. Three teachers are employed in this school and ten grades are maintained; strictly adhering to the standard course of study. The term is eight months. Interest has been growing in the school for the past three or four years, and now we have the school well esatblished and on a sound basis. Though

not the largest, we have the best building in the county at this place. This school also has the advantage of a sub-school district, which was created one year ago, and which will aid the school greatly financially.

RURAL GRADED SCHOOLS RECEIVING STATE AID.

We have no Rural Graded Schools receiving State aid, as we have not been able to meet the State Board's requirement in regard to number of pupils.

SCHOOLS EXTENDED UNDER 80 PER CENT ACT.

There were fourteen white and one negro schools extended two months each by this act last term. We sent out a short circular letter to our teachers and patrons in the beginning of the term, setting forth the importance of a regular attendance in order to meet the requirements of the act, and thereby increase the length of the term. This seemed to stimulate an interest among some of our patrons, and gave us the result as stated. I am very much pleased with the provisions of this act, for it not only seeks to aid those who are inclined to help themselves, but is applied directly to the country schools that do not receive State aid, other than the one-mill tax.

STATE AID BASED ON PROPERTY VALUATION.

From this source Putnam county received $528.25, which amount was expended to extend such schools one month as had received aid only from the general fund. This amount, though small, gave 500 pupils of this county one month's schooling. I heartily endorse this, or any other reasonable and legitimate measure that seeks to lengthen the term and to better the condition of the public school sysem of our State.

SPECIAL TAX SCHOOLS.

We have now five organized Special Tax Districts, two of which have been created in the past two years. One of the latter comprises quite a large and valuable territory, and which includes the town of Crescent City.

It is needless to state in this article the good that we

derive from these districts, for all who are acquainted with the educational affairs of the State are familiar with the advantages of these Special Tax Districts.

FINANCIAL.

At the close of the past school year we had a cash balance of $5,700, and outstanding warrants amounting to $677.51, or a net cash balance of $5,022.49. Our warrants are paid promptly at face value. As the bulk of our school funds do not come in until near the close of the school year, we have to borrow money for about three months, for which we pay at the rate of 5 per cent. per annum, to bridge us over this short period. It has been our aim to get our finances on a solid basis, and I believe that we have accomplished that result. We are paying better salaries to teachers than in former years, and there has also been a small increase in the length of our term. In last June we succeeded in having the County Commissioners to levy a tax of six mills for school purposes. Heretofore we have had only five mills. This increase in millage will aid us greatly in equipping our schools with necessary apparatus, etc. We will also be able to make some improvements along other lines which are needed, and it will be helpful to us in establishing and maintaining better schools. We have recently placed in all of our white schools the Caxton Charts.

EFFECTS OF ENFORCING THE REGULATION REQUIRING ALL PRINCIPALS OF SENIOR HIGH SCHOOLS TO BE HOLDERS OF STATE CERTIFICATES.

In my opinion this is a step upward and in the right dircetion. It gives us a standard for High School principals and ultimately will result in the efficiency of these teachers, and through them, the upbuilding of our High Schools throughout the State. I am aware that the enforcement of this regulation has had a tendency to raise the salaries of High School principals, but if we are to have up-to-date teachers, salaries must be remunerative also.

Respectfully submitted.

L. K. TUCKER,
County Supt. Pub. Inst., Putnam County.

ST. JOHNS COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

Dear Sir:—In compliance with your request I herewith submit the following report of the Public Schools of St. John's County for the two years ending June 30th, 1906

Since my report in 1904, we have built five new schoolhouses, and enlarged several school buildings, in some instances, to twice their original capacity, at an aggregate cost of four thousand dollars.

Under the State High School Law, we are operating one Senior High and Graded School with twelve grades, thirteen teachers and four hundred pupils enrolled. In addition to Latin, French and Spanish are taught, also stenography and typewriting.

We have two Junior High and Graded Schools, with nine grades each, with seven teachers, and three hundred pupils enrolled, in one, and three teachers and one hundred and twenty-seven pupils enrolled in the other. We have one Rural Graded School, with three teachers and one hundred and twenty-one pupils enrolled.

Under the 80 per cent. law, two schools only have had extended terms. I consider, however, this law a move in the right direction. It has a tendency to improve the attendance of pupils.

We have no Special Tax School Districts in this county, and consequently have no Special Tax Schools.

I regard the enforcement of the regulation of the State Board of Education requiring all principals of Senior High Schools to be holders of State Certificates, just and proper. Without such a certificate, there is no evidence of their ability to teach the subjects required by the law to be taught in the Senior High Schools of our State.

Our School Board is not in debt. The financial statement of June 30th, 1906, shows a cash balance on hand of $1,544. The School Fund, however, is not sufficient for the successful operation of the schools.

The old complaint of small salaries for teachers, applies to this county in its truest sense. In order to establish and operate schools, within easy access to all the chil-

dren of this sparedly populated county, employing teachers at salaries which would insure good work, our school fund would have to be increased at least 25 per cent.

Respectfully submitted,

W. S. M. PINKHAM,
County Superintendent.

ST. LUCIE COUNTY.

White City, Fla., Nov. 12, 1906.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

Dear Sir:—In accordance with your request I beg leave to submit the following report of school conditions in St. Lucie for the one and one-third years of its existence, July 1, 1905, to November 1, 1906.

St. Lucie County was created by the last Legislature, 1905, and comprises that part of Brevard lying south of the Sebastian river to the St. Lucie river, from the Atlantic Ocean on the East to the borders of the old county on the West.

We started empty handed and an indebtedness of about $1,200.00 was the extent of our resources, on the wrong side of the ledger. The territory had formerly all been included in Special Tax Districts. Our new Board of County Commissioners persuaded us that the regular tax increased to seven mills by the Constitutional Amendment would be sufficient, claiming that they must have special raod taxes, and fearing that the people would not stand for both. At the end of the year we find we are some $1,400.00 in debt and the roads are not appreciably any better, so this year we shall ask to have the whole county created into a special tax district and try and get out of debt.

BUILDINGS.

During the year we have built a number of small buildings which were greately needed at Vero, Bethel Creek House of Refuge, and Fort Pierce, colored, all furnished with single patent desks, besides practically rebuilding Narrows school and considerable repairs to the Fort Drum school. The balance of the buildings we have kept in repair.

HIGH SCHOOLS AND RURAL GRADED.

We have only one Junior High School at Fort Pierce and one rural graded at Jensen. It is the ambition of the present board to see one good high school established in the county, teaching a full senior high school course. We are making every sacrifice and straining at every point to bring this about. Without a system of compulsory education, however, it is going to be difficult for us to develop this school.

The schoole at Sebastian and Vero (white) Gifford and Fort Pierce (colored), were extended under Chapter 5381 (80 per cent.).

At the last session of the Grand Jury we got a very strong presentment in favor of compulsory education with the instructions to the local member of the Legislature to do all in his power to favor such a law—we have practically no families in the county which are so poor as to make it impossible for the children of school age to attend school during a reasonable term each year. If sucn cases should develop, then let the county make up to the family what they lose by absence of children at school. We better spend a little money so now, than spend a great deal later in court fees, trying these boys who have grown up in ignorance, and in many cases we shall find that it is not necessity which keeps these children at home, but rather the natural desire of children to escape restraint —to "play hooky," and the utter carelessness and ignorance on the part of parents. Unless some such law is passed, we see no reason why we will not have in some districts ere long an illiterate white and fairly (common school) educated colored population, as the negroes are sending to school better than the whites in many places.

The concentration of schools and transporting of pupils has not worked as successfully in all ways as we could wish. At one of the schools where this has been adopted it has caused friction practically from the start. The patrons of the school do not deny the increased efficicency of the school, but the loss of the individual school to the small community, thereby building up the school in a neighboring community, is rather more than some of the patrons can stand. Jealousies, quarrels, complaints to superintendent and board, and even petitions to the Governor have resulted. The plan is also

much more expensive than the old style. Although this is more than offset by increased efficiency.

Our school term is, for whites, from eighty to two hundred days (two months extra, eighty per cent. average) —colored, from eighty to one hundred and twenty days.

Our teachers are high grade for the most part and the wages from $35.00 to $100.00 per month, are paid promptly by warrants, which are cashed for full face value anywhere in the county.

Our county is so young with no surplus and hardly the necessary means for carrying on our business. Our population is not very homogenious, the towns are new, the people strangers to each other, altogether it is rather a difficult problem to face just at present. However, we have "leaven" of most excellent people, and it is just a question of keeping everlastingly at it and St. Lucie County shall have schools as good as her pineapples, oranges or cattle.

Yours truly,
C. P. PLATTS,
Superintendent.

SANTA ROSA COUNTY.

No report received from Hon. E. L. McDaniel, County Superintendent Public Instruction.

SUMTER COUNTY.

Sumterville, Fla., November 10, 1906.

Hon. M. W. Holloway, State Supt. Pub. Inst.:
Tallahassee, Fla.:

Dear Sir—I herewith submit a summary of the leading educational movements in Sumter County for the past two years ending June 30, 1906.

NEW BUILDINGS AND FURNITURE.

During the past two years the School Board, with the assistance of patrons, have completed a school building

at Oxford—a school of six departments, two stories high, furnished throughout. Six teachers are employed at a cost of $750 per month. The concrete two-story school building at Bushnell is nearing completion, when same is copmleted, it will be one of the best and most costly school buildings in the county. Three teachers are employed in this school.

At Wildwood we have built a neat one-story building of two departments, costing about $750. These, with some repairs constitute our building.

JUNIOR HIGH SCHOOLS.

We have two, so far, with another to come in this year. All of our schools are fairly well graded. This was one of the things we chiefly desired.

RURAL GRADED SCHOOLS.

Last year we had only one—this year we will have others.

SCHOOLS EXTENDED UNDER THE 80 PER CENT ACT.

Last year we had five schools that made the required per cent. and secured two extra months, or $970. This act has done more to awaken general interest in our county than anything else.

STATE AID BASED ON PROPERTY VALUATION.

Of this we received last year $286.25. this amount has not as yet been pro-rated because the additional time run by this fund would not be worth while.

FINANCE.

Our present condition of school fund is in good shape. Our schools opened up with six or seven thousand dollars ahead. Our Board asked the Board of County Commissioners to levy a 7-mill tax, but the Board refused to do so.

TEACHERS.

There has been some improvement in the teaching force in the county in the past two years. We have at present all schools supplied with teachers, comparing favorably with any in the State.

School interest is on a boom in Sumter County.

STATE GRADING COMMITTEE.

The present system of grading is good, but we believe a State Grading Committee would be better. This would give uniformity in the grading of all papers.

SPECIAL TAX SCHOOLS.

We now have eight Special Tax Schools, some of which mean much to the educational interest of the county, while others give but very little assistance.

I favor the enforcing the regulation passed by the State Board of Education June 11, 1904, requiring all principals of Senior High Schools to be holders of State certificates.

Respectfully submitted.

J. A. JONES,
Superintendent.

SUWANNEE COUNTY.

Live Oak, Florida, December 10, 1906.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.

Dear Sir:—I have the honor of submitting to you the following report as touching the conditions of the school affairs of this county:

BUILDINGS AND SCHOOL GROUNDS.

During the past two years we have expended $11,000 in erecting new school buildings, the average price of each building is about $500.00; however, we have constructed several that cost from $800 to $1,000 each. The school grounds in many instances have been greatly improved by

the patrons purchasing wire and enclosing the grounds and setting out shade trees, shrubbery and flowers.

SENIOR HIGH SCHOOLS.

We have only one Senior High School located in Live Oak. This school has thirteen teachers, an enrollment of 536 pupils. The principal, Prof. L. B. Edwards, has been with us at the head of the school for the past eight years, and his untiring efforts, skill in management and ability to direct affairs of the school, have made the institution one of the best in the State.

JUNIOR HIGH SCHOOL.

We have only one Junior High School located in Welborn. The school has three teachers. Professor E. C. Boyd has been the principal for the past three years, and the school has made greater advancement under his administration than at any time prior thereto. The enrollment last term reached 123.

RURAL GRADED SCHOOLS.

There are none in this county.

SCHOOLS EXTENDED UNDER THE 80 PER CENT. ACT.

There were seven schools that made the average of the required eighty per cent. We find that the standard is too high for us to be very much benefited, being in an agricultural section where parents must have the children to make and gather the crop.

STATE AID BASED ON PROPERTY VALUATION.

This is in my judgment a very good law, and had the appropriation been fifty thousand dollars instead of twenty-five thousand, we could have been very much benefited. As it is, we are enabled to lengthen about twelve schools one month, making a five months' term at those places. But as the appropriation is so small to this county, it will take several years to lengthen all the schools the additional one month. We have decided to

give each school as much as one additional month as far as the money will go, and the next year give the aid to other schools that did not get the assistance the previous year. A shorter extension of the term would not do a great deal of good, and this arrangement gives general satisfaction in the county.

SPECIAL TAX SCHOOLS.

We have only six Special Tax School Districts in operation in the county for the ensuing year. Formerly there were eight, but in two districts no levy was voted for the ensuing scholastic year.

Usually the people are very much in favor of increasing the levy, as it gives them decided advantage over schools that do not have the districts in the selection of better teachers, and in meeting the incidental expenses of the schools.

FINANCIAL.

The School Board at the close of the scholastic year, June 30, 1906, was in debt $9,593.53. However, there was something like $1,000 that had not been collected, but came in later, which reduced the net indebtedness to about $8,500. This outstanding indebtedness was for the erection of new school buildings and the furnishing of the same. The people of the county do not care for the debt so long as they can see new buildings constantly being built; and I believe the debt could be very greatly increased with the consent of the citizens if the Board thought it really necessary. However, we do not think such will be required as we only have a few more to build before all the school buildings in the county will be new ones and nicely painted.

The effects of enforcing the regulation passed by the State Board of Education June 11, 1904, requiring all principals of Senior High Schools to be holders of State certificates, has not affected us one way or the other. Our principal took the examination because he felt that the State required that he should take it or he would be a variance with others who were taking it and that it would be better to remain in line than otherwise; but so far as direct benefits secured to the school, I do

not see that by his taking the examination that he has raised the standard of education or that he by so doing has made himself any better prepared to carry on the work as principal of the Live Oak High School.

Respectfully submitted.

J. E. WOOD,
Superintendent Public Instruction.

TAYLOR COUNTY.

Perry, Fla., October 12, 1906.

Hon. W. M. Holloway, State Supt. Public Inst.,
Tallahassee, Fla.

Dear Sir:—Yours of the 2d inst. received.

During the year 1905 we had no rural graded schools and only one Special Tax School. Four schools received aid under the 80 per cent act, and thirty-four received aid based on property valuation.

This year three Special Tax School Districts have been added. The indications are that there will be two rural graded schools and one Junior High School. I cannot yet tell what schools will receive aid under the 80 per cent act. Quite likely as many as last year, if increased attendance keeps pace with improvements in other lines.

I will give you some figures to show our improvements since 1904.

During the year ending June 30, 1904, $4,879.60 was paid for teachers' salaries. During the year ending June 30, 1906, $9,252 was paid for the same purpose.

Last year three substantial school school buildings were erected costing about $1,100. This year the Board has already arranged for four, costing a good deal more. Others will likely be built.

In 1904 there were 229 school desks in the school houses of the county. To this number we have added 530, making when all are placed 759, or very nearly enough to seat every child in the county.

The day of the old log school houses and those uncomfortable benches has practically passed. We still lack many things, but we are going to do better.

We think we can say with truth, that on an average, our teachers are paid as well, if not better than they are in any other county in Middle Florida.

I think the regulation, requiring principals of senior

high schools to be holders of State certificates is a good one. Like Dr. White, I believe, other things being equal, "good scholarship is the first requisite in the control of a school," and I might add in its general management.

Hoping my report is satisfactory, I beg to remain

Yours truly,

A. E. MORGAN,
County Superintendent.

VOLUSIA COUNTY.

Hon. W. M. Holloway, State Supt. Public Inst.:

This county has thirty-seven white schools employing seventy teachers. All are in operation at the present time. A large majority will have a term of eight months, and none less than six.

We have sixteen colored schools employing twenty-six teachers. As some of the schools have only a four months' term, we give these teachers two schools. Ten of our colored schools are now in opration.

The salaries of our white teachers range from $35 to $120 per month, the average is $48.50. The colored teachers from $32 to $50 per month—average $34.20.

We have one Senior and three Junior High Schools in this county. Three of the principals of these schools hold State certificates. There are no Kindergartens in this county under the public school management.

With few exceptions, our teachers are earnest and progressive, and are doing excellent work. While we are justly proud of our corps of teachers, and feel that they are the peers of any teachers in the State, yet all concerned are earnestly striving and co-operating to raise the grade of our work from year to year to higher standards of excellence.

The Superintendent tries to keep in close touch with the work of every teacher in the county, and regrets that his other duties prevent his spending more time in visiting the schools. While the present system of examinations is a fair test of a teacher's educational qualifications, yet we feel that the grade of certificate by no means indicates the grade of the teacher. We want our teachers to realize that culture and refinement are just as essential as edu-

cation, and that the supreme test of their value as teachers, is the actual work done in the school room, and their elevating and refining influence in the community. These qualifications can only be ascertained by the Superintendent spending much time in the various schools and communities of the county.

Last year there were twelve white and two colored schools whose terms were extended two months by State aid under the 80 per cent. act, and six white and one colored, whose terms were extended one month by State aid under Chapter 5383.

We are in excellent condition financially. Property in this colunty is steadily increasing in value, and the Board of County Commissioners has granted us another mill school tax, which will increase our annual income several thousand dollars. At the beginning of last year we had $13,242.84 to our credit; during the year we received from all sources $42,975.26, and expended $36,,-735.93, leaving a balance of cash on hand at the beginning of this year of $19,482.17.

We have materially increased the salaries of our teachers ,and have also added seven teachers to the teaching force of the county. The Board is also expending large sums of money in building and repairing school houses and in furnishing and equipping the same. We expect in this way to reduce our cash on hand at the end of the year to a safe balance of about $15,000. We also expect our schools at that time to be better housed, better equipped, and better taught than ever before.

There are nineeen Special Tax Districts in this county. collecting last year an aggregate special tax of $10,816.81. We hope to establish two additional districts during this year.

The citizens of our county are interested in education, and we trust, with their support and co-operation, that we may make our public schools measure up to their high expectations.

A. O. BOTTS,
Supt. of Public Instruction.

WAKULLA COUNTY.

Sopchoppy, Fla., November 14, 1906.

Hon. W. M. Holloway, State Supt. Public Inst.,
Tallahassee, Fla.:

Dear Sir:—I take pleasure in submitting to you the following report of the public schools of Wakulla County for the last two years.

SCHOOLS.

We have no High Schools in our county at present, but are contemplating the establishment of one in the near future. Counties without a High School cannot have a sufficient force of teachers to hold Teachers' Conventions and Institutes, etc., which is necessary to the progressive teachers, and essential to the building up of educational interest in the county. We have one rural graded school, and only one school that received State aid under the 80 per cent. act.

BUILDINGS.

During the last two years we have built several nice frame buildings, and have them furnished with modern patent desks. The School Board owns the grounds on which our school houses are erected, and the grounds are mostly very nicely cared for in the way of improvements. Taking everything into consideration, our schools are better than ever before.

SPECIAL SCHOOL TAX.

We have no special School School Tax in the county at present, as the finances have been such that the subject has not been agitated much.

FINANCES.

The financial condition of the county is very good. We are able to meet our obligations promptly, and we are out of debt and a little ahead; still, if we had more money we could greatly improve our school property.

TEACHERS.

We are a little short of teachers to open up all of our schools at once at the desired times, but I must say that we have a good teaching force, mostly first and second grade teachers. The requirements are not too much for them.

Constant progress is sought by the teachers in keeping abreast with the times. We pay our teachers very good salaries and require them to give us good service, salaries being based on the grade of certificate, efficiency and size of the school.

STATE AID

This feature is very desirable and helpful to the country schools although we have had but few schools to be benefited by this special act, it is a stimulus, and I am sure that the attendance will be better this year than last and the grade better.

PRESENT SYSTEM

Under the present educational system the State is making great strides in abolishing the several State schools and establishing in their stead two great Universities for men and women. I think this system will be more beneficial, but less expensive to the State, and leave something for the country schools.

SUGGESTIONS.

I believe a compulsory educational system would mean a great deal to the State. Negligent parents, and indifferent children ought to be interested in some way, and I think the right kind of a law in this direction would be beneficial. Every county in the State should be required to maintain a High School

SUMMARY.

My county is progressing, if not rapidly, fairly well, the enrollment and attendance for the year ending June 30, 1906, was somewhat larger than the former year. We

are erecting a few new buildings each year. Our teachers are doing better work in the school rooms. The people are taking more interest in school matters than formerly; a spirit of progress seems to pervade throughout the county in educational work.

We need longer school terms—at least six months in the year. Before closing, allow me to thank you in the name of the people of Wakulla County for the noble work you have accomplished since you have been in office. Myself and Board also thank you for official courtesies and advice which you are always ready and willing to give.

Yours truly,

S. M. REVELL,
County Supt. Wakulla County.

WALTON COUNTY.

Hon. W. M. Holloway, State Supt. Pub. Inst.,
Tallahassee, Fla.:

Dear Sir—For the bi-ennium including the calendar years of 1905 and 1906, I report as follows:

BUILDINGS AND FURNITURE.

The following one-room buildings have been provided, to-wit: Schools Nos. 1, 31, 32, 37, 64, 66 and 68.

The School Board to stimulate the erection of better class of buildings, has offered to furnish patent seats and desks, etc., if patrons erect comfortable, commodious and decent buildings, and deed the same, with land, to the Board. Under this offer the following schools have erected buildings which have been inspected by a representative of the Board, and accepted. To-wit: Nos. 7, 21, 55 and 56.

We have one High School (Senior) located at De Funiak Springs. Its corps of teachers embraces some scholarly, conscientious instructors, who are doing admirable work that is yielding good results.

Its course of study embraces—

In English: "Grammar of the English Sentence,"

Rhetoric, and the study of selections from various standard authors.

In Mathematics: Arithmetic (Ray's Higher), Plane and Solid Geometry, and Plane Trigonometry.

In History: English and General; also "Johnson's American Politics" and a course in Civil Government.

In Latin: The study of the following authors: Cæsar, Virgil, Cicero and Ovid, together with the Grammar.

In Science: Physical Geography, Botany, Zoology, Physics and Chemistry.

We have no "Rural Graded Schools" receiving State aid.

Under the 80 per cent act, the following schools have received State aid: Nos. 5, 31, 59, 62 and 67. This, during the calendar year 1906, but the opening of these schools was in the calendar 1905.

During this calendar year of 1906 no other schools have yet got the aid, but three have a sufficient average for four months to make 80 per cent.

During the calendar year 1906 we operated three Special Tax District Schools: Nos. 5, 18 and 26. No. 18 has now been abolished. Two new ones have been created. Nos. 13 and 38.

During the calendar year 105 we operated one Special Tax District School.

In this county the principal of the High School held a State certificate prior to the State Board regulation of June, 1904.

Our financial condition is excellent. We recommend the school year with a good balance, and we have now a larger levy than ever.

I think the law could be improved by making provision for one grading committee for the whole State, to be chosen by the State Board of Education from the State at large. In this way, there will be material for a good committee for every county, and largely, the possibility of improper influence on the committee will be eliminated. I think, also, that popular education will be greatly promoted by a compulsory school attendance law. If it is right to tax childless persons to educate the children of others, on the ground that popular education promotes good government and enhances property values, it would seem right to compel attendance, in order that

those benefits may be realized by those tax payers who have no children to send to the schools.

Respectfully,

R. Q. BAKER,

Superintendent Walton County.

WASHINGTON COUNTY.

Vernon, Fla., October 18, 1906.

Hon. W. M. Holloway, State Supt. Public Inst.,
Tallahassee, Fla.:

Dear Sir:—In response to your request sent me a few days ago in a circular letter, I take pleasure in submitting the following school report of Washington County for the two years ending June 30, 1906.

SCHOOLS.

For the school year beginning July 1, 1904, and ending June 30, 1905, Washington County maintained the following schools supported by a treasury with the cash to pay all salaries of teachers upon the presentation of their reports, and all accounts, incident to school work.

This 1904 year the number of the schools in the county were respectively seventy-four white and twenty-two colored. Of these during the year there were successfully taught sixty-four white and seventeen colored, making a total of eight-one. The cost of the salaries of teachers, white, being $10,443.48; colored, $1,857.75, making a total cost for all schools maintained this year, $12,301.23.

For the year beginning July 1, 1905, and ending June 30, 1906, there were established eight new schools, making the number of schools this year one hundred. Of these during this scholastic year there were taught sixty-five white and twenty-one colored, at a cost for white schools of $11,545.08, and $2,701.12 for colored schools, making a total of $14,246.20 for salaries. The appropriation for all schools for this year with an appropriation of less than $25 per month, numbering about twenty, being raised from $2.50 to $5.00 per month, making the

salaries paid teachers in all white schools not less than $25 each per month.

Our schools are not as flourishing as I would like to see them, owing to a scarcity of teachers, there being several more schools than teachers to supply them.

It has been said by some that it is the penurious system now in vogue in Washington County that has a tendency to make teachers scarce, they having sought other fields where they can secure more liberal compensation for their services. I am at a loss to know where they have lodged, as our sister counties, Jackson, Holmes and Walton, are in the same category, being far short of having enough teachers to supply the demand.

The county Senior High School, located at Chipley, for the past two years, under the able and efficient principalship of Prof. L. D. McRae, ably assisted by a corps of well equipped and qualified teachers, is now able to report a number of pupils in the eleventh grade, and has received the past year a proportionate part of the State aid as apportioned under Chapter 5382 School Laws of Florida.

CHAPTER 5382 RURAL GRADE.

We have also two other schools in the county, respectively, St. Andrew and Point Washington, that gave instruction of the character prescribed by law in intermediate and grammar grades, maintained not less than eight months of the year, both having reached the grades mentioned above, which received aid from the State to the amount of $200 each for each of the two years past, except in the case of Point Washington for the scholastic year just past, which did not receive any special aid from the State, as said school was not maintained for a term longer than five months, from the fact that every effort was made to secure the services of a first-grade teacher, and failing entirely to accomplish this end, the school thus sustained the loss of State aid as provided for under Chapter 5382, for Rural Graded Schools.

STATE AID UNDER CHAPTER 5381.

For the school year ending June 30, 1906, four schools received State aid under Chapter 5381, which provides

for an extension of the term of two months in addition to the regular term.

Permit me here to say that I deem the State aid provisions under Chaps. 5381, 5382 and 5383, wise ones, and once the people get fully acquainted with the merits of these provisions they will not only become more encouraged, but will strive harder through the regular term to hold up the attendance to the 80 per cent mark in order that the term may be extended two months.

STATE AID UNDER CHAPTER 5383.

We have had no schools as yet taught under the provisions of this chapter, as the apportionment was made upon a basis of the taxable value of all property. Of this we have received for the year ending June 30, 1906, $424.50, which amount is still in the treasury, in the face of there not being enough to extend only a very limited number of the schools one month, it was decided that this amount be held over for further accumulations, at which time many more of the schools would receive the benefit of this act.

SUB-DISTRICT SCHOOLS.

We have six Sub-District Schools having an assessment of three mills, for which as a whole there was assessed of three mills, for which as a whole there was assessed been collected $961.08. This is being used for the repair of buildings, supplements to salary and extension of the term. The term of our schools is five months, and in many instances where needed the fifth month's salary of teacher is taken for repairs, cutting the term to only four months, while others in better repair receive the full benefit of a five months' term.

OUR BULIDINGS.

About eight new buildings have been erected in the past two years, all of which are built on plans somewhat up-to-date, which goes to show that somewhat more pride is being taken on the part of the patronage in the work and construction. Many of our buildings are poorly constructed. We have some very creditable buildings constructed in a workmanlike manner, with enough furni-

ture and apparatus to make them reasonably convenient. We have but few buildings fitted up with patent desks.

GROUNDS.

A large majority of our school sites are uninclosed, entirely open and subject to the intrusion of stock of any and all kinds, and in consequence of this we have no very inviting school grounds.

All of our teachers try to observe Arbor Day and set out many trees and some shrubbery, all to no avail in the face of existing circumstances, as I have stated above. I have lost no time in urging the importance of inclosing all school premises and the removing of such sickening rubbish that is decaying under the houses, having been used for the purpose of excluding stock. And further, having realized the fact that there is entirely too much carelessness and too little concern taken in the care of school property, I would recommend that a law be passed making it compulsory on all school officers to see that all school grounds and property are neatly inclosed with plank or wire fencing with good gates, in order that all trees and shrubbery that may be set on Arbor Days by the teachers' hands, or other hands on other days, may be protected. The fruits of this in a very few years would give our school grounds a beautiful and inviting appearance.

TEACHERS.

We employ all the teachers that we can and get them anywhere that we can, just so he holds a certificatefl of some grade all O. K. And sometimes when we feel convinced that an applicant does mean business and shows some inclination to climb higher in the profession, we try him awhile under a temporary certificate. We believe in preserving and raising, if possible, the standard of education in our county, and believe also that if three separate sets of questions were prepared, first, second and third grades, that there would be more applicants and enough third grade teachers turned out to supply all of our third grade schools, thus giving a third grade teacher after a five months' experience a chance to go some higher in the next examination. We have some good teachers, all doing faithful work.

HIGH GRADE CERTIFICATES FOR PRINCIPAL.

The effects of enforcing the regulation requiring all principals of Senior High Schools to be holders of State certificates we believe will be wonderfully felt in the course of time. Giving many in the several counties the advantage of receiving at home a high course of instruction which will be felt very materially throughout the country. We believe that at least one Senior High School should be maintained in every county so that any young man or lady who may wish to teach or follow any other vocation may be able to accomplish the highest faculties that are attainable in any school. This is a good and important regulation and should be enforced, much will be felt by it and much is dependent upon it, and it also means a higher standard of education.

OUR SCHOOL BOARD.

The members of our school board are a congenial set of gentlemen, and mean well for the county, and stand ready and willing to promote every interest of education. As we have never asked for an assessment exceeding five mills it will require every dollar that has been collected for school purposes to pay for the work and the accounts incident to the cause: notwithstanding several white schools have bee raised from two dollars and fifty cents to five dollar per month there being no white schools in the county paying a salary to the teacher thereof less than twenty-five dollars per month. We have made a practice of paying our teachers and have based our appropriations upon the enrollment of our schools, but in the future we will pay our teachers according to grade of certificate and assign to schoools of corresponding grade.

I will say in conclusion that our schools for the past two years have fairly prospered, a large number of them having been taught quite satisfactorily, yet there is much room for improvement, and that high standard of education that every authority is clamoring for is so far out of reach that I fear the present generation and the present regime will never reach it.

Respectfully submitted,

B. F. GAINER,
Superintendent.

CHAPTER X.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

Following the precedent so profitably established in former reports, there is presented in this chapter the utterances of the various Superintendents at the convention held at Tallahassee, May 9-11, 1905. Chapter IX and this one together may well be considered as the voice of the majority of the people of the State of Florida, from the mouths of those who have been chosen as their official spokesmen in educational matters.

There is no body of men within the State more capable of rendering intelligent opinions of needful reforms in the statutes and in methods of school government than this efficient body of County Superintendents. The people have selected these representatives for their peculiar fitness for a certain work, and these men have devoted themselves from four to twenty years to solving the peculiar problems entrusted to them, and they speak not from theory, but from the actual fitting of conditions into environment, therefore, when such men shall speak with any degree of unanimity upon a particular point, their utterances should receive due consideration.

PROGRAM

STATE CONVENTION

——of——

COUNTY SUPERINTENDENTS.

——and——

OTHER SCHOOL OFFICERS.

Tallahassee, Fla., May 9-11, 1905.

All Addresses on Lettered Subjects Must be Written, Are

Not to Exceed 1,000 Words, and Are to Be Handed to the Secretary of the Convention Immediately After Delivery for Publication.

TUESDAY, MAY 9, 9 A. M.

Invocation .....Rev. F. V. Cramer
Address of Welcome .....Mayor Henderson
Response .....Supt. W. J. Sears

Election of Secretary and appointment of Committees.
School Revenues:

(a) Will co-operation of all the County Superintendents enable them to increase the financial income of the school fund to a sufficient amount to meet all reasonable needs?
Supts. J. L. Kelley and W. R. Simmons.
(b) How to secure a better collection of poll taxes?
Supts. Geo J Graham and Edward B Eppes.
(c) The legal right of School Boards to determine the County School Levy.
Supts. Frank Elzey and G. F. Tucker.
Discussion opened by .....Supt. G. F. Scott
Continued by .....Volunteers

2:30 P. M.

(1) Should the State Superintendent be authorized to publish annually a directory of the public schools of the State, giving the name, enrollment and length of term of each school; name and address of teacher, grade of certificate and monthly salary paid?
Supts. A. M. C. Russell and B. F. Gainer.
(2) The Batavia System of Instruction—Can it be made profitable in town and village schools?
Supts. J. C. Compton and Bert Fish.

(3) The scarcity of teachers in Florida—the cause and remedy.
Supts. E. L. McDaniel and A. E. Morgan.
(4) School Libraries—The best means of securing them.
Supts J. R. Walker and S. M. Revell.

TUESDAY, MAY 9, 8 P. M.

Music.
Address..Dr. Lincoln Hulley, Pres. Stetson University
Music.
Address, Tom F. McBeath, Editor Florida School Exponent.

WEDNESDAY, MAY 10, 9 A. M.

Invocation .....Rev. J. W. Bigham

Compulsory Education:

(a) The extent and success of its adoption.
Supts. J. E. Wood and W. R. Fletcher
(b) Necessity for such law in this State
Supts. N. B. Cook and J. H. Brown.
(c) What limitations should be incorporated into such a law?
Supts. W. B. Dickenson and T. H. Owens.

Discusion opened by .....Supt. J. H. Girardeau
Continued by .....Volunteers

Special Tax Districts:

(a) Are the funds properly expended?
Supts. Shelton Philips and H. L. Mattair.
(b) What changes in the law are desirable?
Supts. W. D. Carn and C. A. Fulford.

Discussion opened by .....Supt. W. T. Marler
Continued by .....Volunteers

2:30 P. M.

(1) Would a system of progressive salaries, annual increase based on length of contin-

uous service in one school, be conducive to the best interests of our public schools?
Supts. W. M. Rowlett and C. C. Cann.

(2) The relationship of County Superintendents to the general educational interests of the County.
Supts. S. S. Niblack and T. H. Jackson

(3) Should the entrance requirements of the State schools be raised?
Supts. R. L. Turner and L. K. Tucker.

(4) State Uniformity of Text-Books.
General Discussion.

WEDNESDAY, MAY 10, 8 P. M.

Music.
Address, Jere M. Pound, Supt. East Florida Seminary.
Music.
Address, Dr. Andrew Sledd, Pres. University of Florida.

THURSDAY, MAY 11, 9 A. M.

Invocation .....Rev. W. H. Carter

State Aid to Public Schools:

(a) Has State aid to High and Rural Schools been profitable?
Supts. R. E. Hall and W. O. Geiger.

(b) What regulations should be adopted by the State Board of Education for their government?
Supts. W. S. M. Pinkham and W. B. Lynch.

Teachers' Summer Schools:

(a) Should the expenditure of these schools be centralized upon one or two strong schools, or still further distributed among the counties?
Supts. G. W. Tedder and John Barnes.

(b) How can they be conducted more profitably than they have been?
Supts. R. Q. Baker and J. F. Shands.

(c) What new features should be introduced and

what improvements should be made in their conduct?
Supts. J. V. Haris and J. A. Jones.

Discussion opened by .....J. R Key
Continued by .....Volunteers

Report of Committees
Adjournment.

Pursuant to the call of State Superintendent W. M. Holloway, the convention of County Superintendents and School Officials met at Tallahassee at 9 A. M., May 9th, 1905.

The Convention having been called to order by the State Superintendent, devotional exercises were conducted by Dr. F. W. Cramer.

An address of welcome was made by Mayor Henderson and responded to on the part of the Convention by Superintendent W. J. Sears, of Osceola County.

The Convention then proceeded to organize by electing Superintendent R. L. Turner, of Citrus County, Secretary.

Telegrams and letters from absent County Superintendents, expressing great desire for both a pleasant and profitable convention, were read.

The program as prepared by State Superintendent Holloway was taken up in the order announced.

TOPIC I. SCHOOL REVENUES.

(a) Will co-operation of all the County Superintendents enable them to increase the financial income of the school fund to a sufficient amount to meet all reasonable needs?

Superintendent Simmons was absent on account of the illness of his wife.

Superintendent Kelley spoke as follows:

"Mr. Chairman, and gentlemen of the Convention:

Education is the creator of industry and economy—these in turn produce wealth, and as like begets like, so wealth when directed in the proper channel reproduces its creator.

It is the consensus of opinion of all who are desirous of a higher order of civilization, the outgrowth of a

higher and broader education, that it is of the first importance that ways and means shall be produced that will furnish the vitalizing, all-important dollar which is the sinew of the war being waged for the extermination of ignorance. For the furtherance of this much-desired end, all will concede that the mere prosaic matter of finance will play a vital role in the complicated scheme, and it behooves us now to direct our attention to this most important theme in the discussion of the subject assigned us, to-wit: "Will co-operation of all the County Superintendents enable them to increase the financial income of the school fund to a sufficient amount to meet all reasonable needs?" The query is equivalent to a direct claim that by the force of circumstances or by virtue of unwritten law, if not by the mandate of enacted law, the Superintendent of Public Instruction must give much attention both to finances and financiering, for he is undoubtedly held responsible by the masses for the ebb tide in the school treasury. On his shoulders rest the manifold sins of others, and hence he becomes a symbolic scape-goat. Figuratively speaking, his boat is dashed against breakers hidden in a choppy sea, or it is left by the ebb tide to settle in the quick-sands with a forlorn hope of relief from a flood tide launched from the hand of the tax-gatherer—which never materializes. The visable wreckage on the shores surrounding the school treasury is bountiful proof of the fury of the storm with which the Superintendent has contended from without, while the numerous "waves of age" and care which are imprinted on his brow tell of the tempest that has raged within.

We see him standing as a sentinel *in sight* of the treasury armed only with his tongue and pen. Mr. Webster, in replying to a speech that he considered irrelevant to the question, said, "when the mariner has been tossed for many days in thick weather, and on an unknown sea, he naturalliy avails himself of the first pause in the storm, the earliest glance of the sun, to take his latitude and ascertain how far the elements have drawn him from his true course. Let us imitate this prudence, and before we float further on the waves of this debate, refer to the point from which we departed, that we may at least be able to conjecture where we now are. I ask for the reading of the resolution." So now I will endeavor to deal with that which is germane to the subject. The law-

maker, in obedience to the time-honored maxim, "the greatest good to the greatest number," enacts laws that supply school revenue. The Tax Assessor and Collecor follow in his wake. They furnish the receipts which are in proportion to their efforts, knowledge or appreciation of the merits of the case. The School Board cheerfully, and often too liberally, disburses, and supply fails to keep pace with even a reasonable and just demand. The Superintendent naturally begins to cast about to learn why the revenue is so scant. He is sometimes informed that the delinquent tax list is large. Not satisfied, he examines the assessments and finds that in their inequality rests the major cause. By comparison, he finds the poor farm land assessed higher than the rich turpentine farms, the latter often returned as overflowed lands. The farmer markets his crop with but little profit. The turpentine farm furnishes a crop of boxes from 100 to 120 acres. The yield from a crop of boxes varies from thirty to fifty barrels of spirits, worth from $800 to $1,500, with plenty of rosin with which to pay all expense of production. Turpentine farms are in ready demand at fabulous sums. In a few years the naval stores operator departs with his wealth and leaves his farm a barren waste. The land soon passes to the State and the taxes are lost.

Railroads, telegraph lines, and other corporations are assessed entirely too low. Some of them have declared 25 per cent. dividends. Many other glaring inconsistencies in taxation are apparent, but for lack of time I will not refer to them.

Having located some of the principal causes of the insufficiency of the financial income, a remedy should be found. All should be forced to share their portion of the burden of the taxes, and every officer who does not demand it, should be retired. Those who agree with my diagnosis must admit that it is a serious one—difficult to treat. The prognosis is unfavorable unless heroic measures are used. Duty and necessity are sufficient excuse for the Superintendent to treat the case, and he should fearlessly walk where these point. In this effort he may be designated a busybody and intermeddler, or be compelled to wear some other sobriquet less complimentary. A failure to succeed may be his political deathknell but true manhood will brave this danger. The eagle-eyed and lion-hearted are the only successful leader types among

men. When these sterling qualities are supported by a just cause and an iron hand, consequences are apparently not considered. These are indeed potent powers that force the balance lever upwards—they turn defeat into victory and failure into success. These forces shake nations from center to circumference, shape and control their destines, which forces when properly used will be a panacea for the inequality in taxation. By the faithful use of the tongue and pen, success is assured. Point out the wrongs to all —assessor, comptroller, taxpayer and voter. Make the welkin ring. Circular letters, short and to the point, well and frequently distributed, will educate the voter. He in turn will do his duty, the unfaithful, ignorant and miserly will be defeated. Liberal financial supply will materialize, and the educational advancement will be astounding. Co-operation is unity, and in unity there is strength. Well directed co-operation of county superintendents will supply a sufficient revenue for school purposes, which is at present woefully deficient. Let our motto be "Dare and Do," and our object "Upward and Onward" and we reach the goal and we can exclaim "Eureka."

(b) How to secure a better collection of poll taxes.

Superintendent Graham was absent on account of sickness.

Superintendent Eppes said:

"It is human nature to avoid paying taxes where possible, and although the poll tax is a just one and the proceeds are devoted to a good cause, yet the average man will not pay it unless compelled to.

Where the man owns property this is done, but there are many who own no taxable property. Some of these men pay the poll tax in order to vote, but this inducement can not be relied on, as there are so many, especially among the negro race who do not care to vote.

In my opinion the most practical solution of this problem would be to compel those men who fail to pay the poll tax to work it out on the public roads and have the County Commissioners pay to the School Board one dollar per head for each of these men. It would, of course, be necessary to have the men work on the road for several days in order to reimburse the county for the dollar paid to the school fund, and also for the expense incidental to this method of collecting the tax.

Good roads and good schools go hand in hand. Both

are powerful agents in attracting immigrants and are conducive to the growth and prosperity of our State. Each creates a demand for the other, and the enactment of this measure would benefit both causes."

This subject was vigorously discussed.

Motion prevailed that the Committee on Resolutions be instructed to suggest to the Legislature some means of collecting poll taxes.

(c) The legal right of School Boards to determine the County School levy.

(No manuscript furnished by Superintendent Elzey.)

Superintendent Tucker said:

"Under the Constitution of the State each county was required to assess and collect an annual tax for its free schools of not less than three nor more than four mills on the dollar on all its taxable property. The maximum limit has since then been increased by the last election to seven mills. The Constitution further provides for the assessment and collection of an additional tax not to exceed three mills on the dollar for special districts within the county for their exclusive benefit.

The Legislature has enacted laws under these provisions by which both the School Board and the County Commissioners have the power to levy a general school tax—in other words, to order the same tax assessed.

The intention of these acts appears to be for the School Board to make the estimate of the amount necessary to run the schools a fiscal year and for the County Commissioners to endorse it.

In case the two boards differ as to the millage necessary, who has authority to determine the matter? In section 59 of the School Law, we find that on or by the last day of June of each year, the County School Board is to make an estimate of the money necessary to maintain the schools and the millage on all the taxable property required to raise it, furnish the Assessor with a copy, file a copy in the office of the County Board of Public Instruction, while nothing is said about a third copy for the County Commissioners. The inference from this is the authority is vested in the School Board.

We find further in the law that the Board of Trustees of each Special District on or by June 1 each year, must make an estimate of the money required in their

district and file a copy with the County Commissioners, and it shall be the duty of the County Commissioners to order the Assessor to assess and the Collector to collect this tax. The inference is that as one district is not so important as the entire county, the School Board has the same authority to say what the county millage should be.

Now a few words on the propriety of vesting this in the School Board. The County Commissioners have many details to watch and many maters to adjust in connection with the general affairs of the county and can not afford to give the schools the same atention that the School Board can do wih one class of details to watch. We would naturally suppose the latter would become familiar with the wants of the schools while reviewing the work of the county from month to month.

Supt. G. F. Scott moved that the opinion of the Attorney-General be secured as to the right of School Boards to make county levies for school purposes.

Motion was unanimously carried.

2:30 P. M.

Should the State Superintendent be authorized to publish annually a Directory of the Public Schools of the State, giving the name, enrollment, and length of term of each school; name and address of teacher, grade of certificate and monthly salary paid?

Superintendent Gainer answered the question in the affirmative, and Superintendent Russell spoke as follows:

"I take the affirmative on this question for the following reasons:

First—It will give the information greatly needed by County School Boards and Boards of Trustees to assist them in the selection of teachers, in determining the salaries of teachers and the length of school terms.

Second—In Considering the applications of teachers from other counties, the necessary data is at hand as to the size of school, length of term and salary received by the applicants. These facts will give the Boards some idea of the capacity of the teacher. If to these were added the number of months they have taught and the

length of time in charge of one school, the benefit of the Directory would be greatly increased. The number of grades taught in each school should also be added, for the same reason.

Third—It will have a tendency to make salaries more uniform throughout the State. School Boards do not as a rule like to pay salaries unusually high or unusually low. When a teacher applies for a place and at stated salaries, a Board could know whether the salary was paid for four, six or eight months.

Fourth—The Superintendent'sBi-ennial Report does not and cannot give the assistance that an annual Directory would.

Fifth—Teachers would be guided in their applications by the information contained in the Directory.

Sixth—Professional teachers holding high-grade certificates would become known to all the school authorities of the State. The information contained in the Directory would be a great advantage to good teachers.

We would have the Directory paid for out of State funds appropriated for that purpose, and distributed free to County Superintendents, members of Boards, and Boards of Trustees, as persons representing public school interests, and to teachers, publishers and others at a reasonable charge, the proceeds to be turned into the State Treasury to the credit of the State School Fund.

For the information of teachers and others we would add to the Directory the names and addresses of County Superintendents, School Boards and Chairmen of Boards of Trustees. The Directory would then become of great value to teachers on the one hand, and to school authorities on the other.

We believe the benefits to be derivd from such a publication would far exceed its cost."

(2) The Batavia System of Instruction—Can it be made profitable in town and village schools?

Discussion led by Superintendent J. C. Compton and followed by Superintendent Bert Fish.

Both gentlemen agreed that this system could be made profitable in the country schools as well as the town schools.

8:00 P. M.

Music—Address of Prof. Tom F. McBeath, Editor Florida School Exponent—State Uniformity of Text Books.

The following invitation was read and accepted:

"Tallahassee, May 9, 1905.

"Hon. W. M. Holloway, State Supt. Public Inst., and Chairman of the Annual Convention of County Superintendents,

Dear Sir:—I would state that there will be a reception Wednesday night at the Leon Hotel, from 8:30 to 10:00, in honor of the Annual Convention of County Superintendents. To this reception all members of the Convention, their relatives, friends and acquaintances and the public generally are invited.

Very respectfully,
ALBERT W. GILCHRIST."

Music.

Lecture—Dr. Lincoln Hulley, Stetson University: "The Common Schools."

Music.

Lecture—Dr. Andrew Sledd, State University: "The Special Tendencies of the Times as Related to Education."

WEDNESDAY, 9. A. M.

Convention opened with prayer by Rev. Geo. F. Scott.

Privileges of the floor were extended Hon. B. F. Kirk, Hon. W. M. Bennett, Prof H. E. Bennett, Capt. Geo. M. Lynch, Dr. Andrew Sledd, and Dr. A. A. Murphree.

Motion prevailed that a committee be appointed to examine the bills now before the Legislature affecting school legislation.

Superintendents J. C. Compton, Shelton Philips and J. E. Wood were appointed upon this committee.

"The Scarcity of Teachers in Florida—The Cause and Remedy."

Superintendents McDaniel and Morgan were both absent on account of illness, but Superintendent Morgan

sent the following article, which was read by the Secretary:

"From the title of this address we assume that there are not enough teachers in Florida. I do not know about other places, but in my county (Taylor) each year we have to get teachers from elsewhere and even then the schools are seldom all taught.

What is the cause of this scarcity?

Again I speak of what I know of conditions at home. There are various things that keep men and women from entering the teachers' profession. Among them may be mentioned a distaste for the work, indifference of patrons and lowness of salaries. There doubtless are other causes, but these, I think, are the chief ones. Teaching is distasteful, especiallly to men. There is no denying that it takes more tact, more patience and more backbone than most of us have to become a successful teacher. One often hears a remark like this: 'I wouldn't be a teacher for anything. Distaste for the work keeps numbers from teaching—perhaps more than any other cause, even lowness of salaries.

Indifference of patrons is another cause of the fewness of teachers. Those neighborhoods that look after the condition of well or pump, that are willing to supplement any lack of apparatus, that are willing to furnish good seats and desks if they have them not, that are ready to make some sacrifices in order to keep their children in school, that take the teacher into their confidence and give him their hearty co-operation, are much more likely to get good teachers than those that do not. Teachers do not always find such places, as your humble servant knows from experience. The Board can, of coures, assign teachers to any school, but there are neighborhoods where teachers will not go unless they think it about their last chance. Patrons can do much to make teaching more pleasant by taking proper interest in the welfare of teacher and children. Lowness of salaries certainly keeps men (at least) from becoming teachers. In my county the men who do teach, generally use that as a stepping-stone to something else, and the ladies pretty soon marry and cease teaching.

I think I can safely say that those who were once teachers in my county, but now follow something else are nearly all making several times as much as they did

while teaching. In fact, some of them made nothing, and the only value it had for them was the experience it gave, and it is one of the best means in the world for studying human nature.

I have discussed at some length the causes for our scarcity of teachers. Now let's see if we can find a remedy. The first cause is hard to remove. Perhaps if our education was modeled on different plans, if we stressed the moral as well as the material side of life—make it clear to our boys and girls that each of us has a duty to perform, there might more of us become teachers from a sense of duty. In Germany old teachers, I believe, are retired on pensions. If that were the case here many might conquer their distaste for teaching.

Indifference of patrons is a hard nut to crack. About the best remedy I can think of is to pay the Superintendent enough to enable him to spend some time in the backward neighborhoods and make public addresses; but also be sure to talk to each one individually. Let him have some literature to distribute; may be some one will read it. If one patron is aroused, it is worth something. 'A little leaven leaveneth the whole lump' sometimes. Lowness of salaries keeps many from teaching and many more from followinng it as a life profession. Through a mistaken sense of economy salaries are generally too low. While poor teachers are dear at any price, let us encourage the other kind by paying them enough. We know that as the lawyer once told the farmer when charging a big fee, 'One has to live' *i. e.* he has got to have enough if he does his best work. A good teacher must read much, ought to attend teachers' meetings and it wouldn't hurt him to travel now and then. With our present salaries he can't do as much as he ought of either.

If we could lengthen the term of school to six or eight months, conditions would be better even if salaries remained as they are. The moving from place to place two and three times a year is expensive, especially when one has a family. Then again longer terms would be better for the children. Of course, we have to go up gradually, but we ought to show good teachers that we appreciate their work.

Here let me say I believe in paying teachers according to what they accomplish.

Now to sum up, we mentioned distaste for the work, in-

difference of patrons and lowness of salaries as being the principal reasons for our lack of teachers. The remedies were (1) Better moral education and pensions for old teachers, (2) Pay the Superintendent enough to visit and endeavor to inspire the people of indifferent neighborhoods, (3) Pay good teachers as much as we can and lengthen the school terms.

Fellow Superintendents, let us do our duty regardless of politics. If we can do anything during our short terms to encourage bright young men and women to take up teaching as a profession, if we can get them to see their vast responsibility, if we can get the people to take the proper interest in the education of their children, we shall have accomplished much."

SCHOOL LIBRARIES.

"The best means of securing them."

Discussion by Superintendents Wood and Carn. Dr. Murphree also spoke on the subject. Superintendents Walker and Revell were absent.

The following resolution was adopted:

"Whereas it is recognized that among the most pressing needs of the communities and Public Schools of the rural districts is a suply of suitable literature for general reading and improvement, and,

Whereas such reading matter can be readily secured, provided, sufficient stimulus and aid are offered by the counties and State, therefore, be it

Resolved, That the County Superintendents and School Officers assembled hereby respectfully recommend that appropriate legislation be enacted, whereby State and County appropriations shall be made to supplement local subscriptions for purchasing libraries for rural schools, and whereby provisions shall be made for the selection of the books for said libraries from approved lists and for the care and management of such libraries."

COMPULSORY EUCDATION.

(a) The extent and success of its adoption.

Superintendents Wood and Fletcher. (No manuscripts were furnished on this topic.)

(b) Necessity for such law in this State.

Superintendent Cook was absent.
Superintendent Brown said:

"Mr. Chairman and gentlemen of the Convention of County Superintendents:

Having been assigned on the program to the second or B section of Compulsory Education,the necessity for such a law in this State, I will at the outset, state that I am opposed to the enactment of any such law, and will to the best of my ability state my reasons therefor.

In the first place, it is un-American, and is opposed to the theory and practice of Republican governments, and view it as you may, the logical results of such laws tend toward centraliezd monorchical or military government and, usurps the prerogatives of parents and heads of families, substituting therefor, policemen, sheriffs, constables, truant officers and magistrates.

I am still willing to trust the fathers and mothers of the children in the State of Florida with the personal control of same.

This plan has worked well in this country for the last three hundred years. It has conquered a wilderness, and peopled a continent with as intelligent and progresive a population as can be found on this globe.

Instead of appealing to force, let us use tact and persuation in dealing with the parents of the children in our public shools.

It will, I am confident, be found to be the better plan.

We, as a people, are constitutionally opposed to the use of force. As an evidence of this, let a peremptory order be given to any one of you to do a thing, and see how quick your bristles will rise, whereas. if the same order was framed in the form of a request, it would be cheerfully granted.

What is most needed for the public schoors of the State at this time, is more money, so that more liberal salaries can be paid and thus secure a higher grade of professional work in same.

It is folly to expect first class work for the pitiful salaries now paid the teachers in our schools, some are unjust and ungenerous to say the least of it.

I am proud to be able state that the future is much more bright for an improvement in salaries, as the amendment to the State Constitution allowing counties to make

a levy of seven, instead of five mills, for school purposes passed at the last State election, and this will, I feel sure mark an era of great improvement and upbuilding in the public schools throughout the State.

This being the case, let us as school teachers, school officers and citizens, cease this everlasting appeal to the Legislature to give us authority to drive the people to do our way, but—let us with one accord, by better school management and supervision, and by better and more inspiring school teaching, make the surroundings of our schools so enticing that the children will be anxious to attend same.

Do this, and the bugaboo of non attendance will to a large extent be eliminated.

The State Legislature and the people by their votes have been generous in granting for the future an enlarged supply of funds for the public schools, and it is now up to the school teachers and school officers of the State to show their appreciation of same by better organization, supervision and teaching in the public schools.

(c) What limitations should be incorporated in such a law?

Supt. Dickenson furnished no manuscript.

Supt. Owens said:

"This question is one that will furnish subject matter for many long and heated discussions, and its answer is lodged in the mind of every school patron in this State, therefore, we naturally will get many and varied answers, each one backed up by the existing circumstances and the environments surrounding the different communities throughout this great commonwealth. While it is apparent that something should be done for the children of the careless and indifferent parent, yet these circumstances must be met to such an extent as to make the law effective and at the same time have harmony in the schools.

I would not attempt to discuss in full all of the limitations of such a law, in the few words allotted to me on this subject, therefore I will only mention in a brief manner some of the most important, those upon which all of the others depend.

But, before going further, I wish to state one thing in connection with this law, and it is this, of those States enacting such a law, in at least a majority of them, it was discarded by the people, yes even by those in authority,

on account of the opposition and friction brought about and created by the operation of such a law. Therefore, I gather from that, that there is one thing that should be thrown all around, and incorporated all through such a law, without limitation, and that is 'consideration.'

The Legislature enacting such a bill, should be very considerate and have it well balanced so the rights of the children will be properly protected and at the same time not infringe upon the prerogative rights of the parents.

The first and perhaps the most important limitation absolutely necessary to be incorporated into such a law, is the compulsory period of education in a child's life. Since this depends to some extent on the child's physical condition, in my judgment, it should not begin with a child earlier than seven years of age, and not continue longer than seven years, thus stopping when the child has reached the age of fourteen. That is a very short time, but seven years compulsory attendance will give to each child at least two years of solid school work which with the attendance in those years not in the compulsory period will furnish a practical education.

Then there should be an attendance clause, stipulating the number of days each child shall be in school during the term, made on a percentage basis of not less than three-fourths or 75 per cent. of the number of public school days taught.

The teacher would be a very important factor in the execution of the law and it should be mandatory on his part to notify the parent, guardian or whoever may have control of the child when the maximum number of days allowed to be absent without violation of the law has been reached, and further absence without a lawful excuse will be reported to the proper authorities, the same to be delt with according to law. The penalty for the first two or three offenses should be made very light, then if it is shown that the law is disregarded the penalties should be increased until the law is complied with.

Such a law would have to fix the maximum distance children must walk going to and from school. This is very important as I believe it would help to concentrate schools, and it would have to be fixed by law in order to be enforced with as little friction as possible.

The law would have to prevent employes from employing children of the compulsory period without an excuse

from the proper authorities re[illegible]ing such children from school.

There may be other limitations that will find a place in a compulsory education law, and properly so, but upon these I have mentioned, depend the life and virtue of the law and should receive very close consideration.

If we need compulsory education, it makes but little difference whether we get just such a law as will exactly suit in every particular or not. Children are growing up all over this State in ignorance, and it is high time something should be done. The State should furnish school facilities to every child and after that is done, those who will not let their children have the advantages of it, should be forced to do so, for it is then the duty of the State and a plain one to protect such children against so great a wrong."

Discussion was opened by Supt. J. H. Girardeau.

SPECIAL TAX DISTRICTS.

(a) "Are the funds properly expended?"

Supt. Philips furnished no manuscript and Supt. Mattair was absent.

(b) "What changes in the law are desirable?"

Superintendents Carn and Fulford. No manuscripts were furnished on this topic either, but both of the above topics were fully discussed. The following resolution was unanimously adopted:

"Whereas, it is recognized that in some counties of the State the maximum constitutional levy of mills will be needed to furnish sufficient funds to liquidate present outstanding warrants and to meet the current expenses of each year, therefore be it

Resolved, That the County Superintendents and School Officers assembled hereby respectfully recommend that a statute be enacted making it mandatory upon the Boards of County Commissioners to order the levy when requested by the County School Board."

2:30 P. M.

The courtesies of the floor were extended Prof. S. D. Gillis.

(1) "Would a system of progressive salaries, annual

increase based on length of continuous service in one school, be conducive to the best interests of our public schools?"

Supt. Rowlett was absent.

Supt. Gunn answered the question in the affirmative.

(2) "The relationship of County Superintendents to the general educational interests of the county."

Supt. Niblack was absent.

Supt. Jackson led the discussion.

(3) "Should the entrance requirements of the State schools be raised?"

Superintendents Turner and L. K. Tucker.

The Convention passed a resolution opposing the abolishment of the academic departments of the State schools of higher education.

(4) "State Uniformity of Text-Books."

After a general discussion the Convention passed a resolution favoring a continuance of *county* uniformity.

WEDNESDAY, 8 P. M.

Reception at Leon Hotel, given by Gen. Albert W. Gilchrist.

STATE AID TO PUBLIC SCHOOLS.

(a) "Has State Aid to High and Rural Schools been profitable?"

Supt. Geiger was absent.

Supt. Hall showed most conclusively the great benefit State aid had been both to High and Rural Schools.

(b) "What regulations should be adopted by the State Board of Education for their government?"

Supt. Lynch was absent.

Supt. Pinkham thought that the maximum average attendance should be 40 instead of 50 for State Aid Schools.

TEACHERS' SUMMER SCHOOLS.

(a) "Should the expenditure of these schools be centralized upon one or two strong schools, or still further distributed among the counties?"

Supt. Barnes furnished no manuscript.

Supt. Tedder spoke as follows:

"This is distinctively an age of consolidation. The demands of trade are for a union of forces and power, and in fact these demands have been so much in evidence of late years that even the schools have taken up the slogan of monopolies and are crying 'Consolidate.' One does not have to study present conditions much to be convinced that in the next generation all common interests will be united for common purposes Doubtless the geologist, some thousands of years hence, will have no trouble naming this period of time, for he will see by fossil remains imbedded in the strata of the period that it has been a consolidated age

In most things we of the South are very apt to abuse anything denoting monopolistic tendencies, unless we ourselves happen to be interested in one of these handy creatures; but strange to say, nearly all of us are ready to fall over one another in the effort to put into operation a centralized school without first experimenting to find out whether it will prove to the best interests of all concerned; or without educating the people up to the point where they will even allow it to exist. The main trouble is we are too eager to hitch up with the latest fad.

In many things much can be accomplished by consolidation of power, much can be gained by centralization of forces. This is true not only in the physical or spiritual world, but may also be true in the educational world. In fact very little can be accomplished in the school kingdow without a steady pull, an altogether pull. But let us see how centralization of summer schools would accomplish anything of good for us.

As I understand it summer schools were organized for the purpose of giving the poorly paid teachers of the common schools some idea of the latest and most improved methods of instruction more than for the purpose of adding to a stock of general information. Has the summer school accomplished that for which it was designed? Let us see. For several years past it has been the custom in this State to locate about six or seven summer schools in the various sections of the State. Usually the largest and most progressive counties secured these schools for their large corps of well paid teachers enabled them to hold up such a school; and in most cases very few teachers outside of the county in which the institute was held attended one of these schools for the simple reason that the institute lasted from twenty to forty days and the teacher

in the backward county could not attend because his meager salary of say one hundred and fifty dollars per year would not enable him to pay his expenses for such time. Again the larger counties because of their better salaries, better atendance, and greater interest in school affairs generally get the best teachers and these teachers do not need the additional training of summer schools; while the poorly paid rural teacher, who so much needs the benefit to be derived from summer schools, if any there be, must go without it. Let us then have these schools placed in the more needy counties at least, if we are to have them at all. For my part I believe more good could be derived from this fund by appropriating it for longer terms and for higher salaries for the teachers of these rural schools. And while some may urge that the teacher would never, under these circumstances, get any training for school work, I believe with increased pay, he would attend some school where he could add to his stock of knowledge and methods; for self interest is the first law with all mankind, and the teacher who fails to keep up must step down and give place to one who does. But if we must have these schools, let us place them in reach of those who need them, and make them teachers' training schools indeed, and not merely certificate "mills," where the rusty or poorly prepared teacher may go to grind out his certificate every three or four years.

It may be argued, and with good reason, perhaps that to scatter these schools thus would injure their efficiency; that a good teacher can teach twenty-five as easily as half that number; that more can be accomplished in a longer term with one school than with the same number of pupils in two separate schools and only half the term; also that it is a democratic principle "the greatest good to the greatest number." To these propositions we usually agree, but it has been well said there are exceptions to all rules, and this is the exception. Therefore let me repeat let us have summer schools in every backward county of the State, or not have them at all.

In saying this I realize that I am in direct opposition to the policy of former years, in direct opposition to the opinion of prominent educators all over the State, and also to the expressed will of our own association in convention assembled. With due apoligies to all these who are so much better qualified to speak than I, I yet say let

this fund be distributed equally among the counties so much in need of it. Having taught for several years almost continuously in one of these counties I have had opportunity for studying these conditions first hand, and I know whereof I speak. We need a revival in matters educational and if these schools will bring it let us have them every year. Let us have proper encouragement from those in authority, and we will prove ourselves worthy of your aid.

It has been said recently that summer training schools have proven a failure, and why? Because we have wandered off after strange gods; we have turned aside from the purposes for which these schools were intended in our zeal to make a display of our educational advancement. Let us get back to first principles. Let the common school teacher of our common schools be inspired to greater zeal and nobler ambition by receiving proper training. Then shall the children of our fair State receive their dues and the public schools fulfill the mission for which they are designed, and created."

(b) "How can they be conducted more profitably than they have been?"

Superintendents Baker and Shands were absent.

(c) "What new features should be introduced and what improvements should be made in their conduct?"

Superintendents Harris and Jones were absent.

Supt. Key opened the discussion.

The following resolutions were passed by the Convention on the above subject:

"Be it Resolved by the County Superintendents in Convention assembled that we most heartily endorse the Bill providing for the establishment and maintenance of Teachers' County Institutes now pending in the Legislature of Florida with the amendments:

1. That each County Board of Public Instruction shall appropriate from the county school fund not less than $1.00 nor more than $2.00 for each teacher employed in the county in the scholastic year preceding that in which the institute is to be conducted.

2. That the penalty for non-attendance be made inapplicable, for the immediate scholastic year, to teachers residing in any other State than that of Florida when employed.

3. That the word "white" shall be inserted between the

word 'its' and teachers' in the first sentence of the Bill.

4. That three days of the time annually shall be inserted instead of 'The time not exceeding three days.'

5. That the attendance of negro teachers employed in counties in which institutes are conducted shall be made compulsory."

The Convention then went into Business Session.

The following letter from the Woman's Christian Temperance Union of the State of Florida was read and ordered spread on the minutes:

"Jacksonville, Florida, April 27, 1905.

To the County Superintendents in Convention assembled, Tallahassee, Fla., Greeting, from the Woman's Christian Temperance Union of the State of Florida. This body, consisting mostly of mothers, earnestly petition your honorable body and each superintendent individually to give attention to the following requests:

That the Scientific Temperance Education law be more carefully enforced.

That text-books on this subject be adopted which conform to the highest standard of superiority as set forth by the Bureau of Scientific Temperance Investigation of the National Woman's Christian Temperance Union.

The following is a list of books so endorsed:

The Eclectic Series, American Book Company.

The Pathfinder Series, American Book Company.

Appleton's Authorized Series, American Book Company.

The Blaisdell Series, Ginn & Company.

The Eclectic Series, American Book Company.

The Union Series, American Book Company.

The Colton Physiologies, D. C. Heath & Company.

The Baldwin Physiologies, American Book Company.

The Health Series, Silver, Burdette & Comapany.

The Dulaney Phisiologies, W. J. Dulaney Company, Baltimore.

It is also requested that a place be given to the subject of Scientific Temperance Education on the programs of County and State Teachers' Associations"

The Convention in open assembly adopted the following resolutions as submitted by the committees:

"Hon. W. M. Holloway, Chairman:

Sir:—Your Committee appointed to draft resolutions expressing the sentiments of the Convention upon the several questions brought before it, do respectfully submit the following report and recommend its adoption:

1. Favoring provisions for Rural School libraries.
2. Favoring exemption of graduates of State Normal School from examination so long as they continue to teach regularly and successfully.
3. Favoring co-education of sexes.
4. Favoring the issuance of an annual directory of public schools by the State Superintendent and an appropriation therefor.
5. Favoring continuation of scholarships in State Normal School.
6. Favoring issuing temporary certificates in special examinations.
7. Opposing any reduction in State appropriations either for public schools or for State Institutions of higher learning.
8. Favoring the Making of mileage and per diem for County School Boards the same as for County Commissioners.
9. Favoring the continuation of County Uniformity of School Books.
10. Opposing law for compulsory attendance at school under present conditions.
11. Resolved, That we earnestly request the Legislature of Florida to enact such laws as will enable County Boards of Public Instruction to borrow money and to arrange to pay interest on warrants drawn for expenditures for all purposes.

Respectfully submitted,

(Signed) A. M. C. RUSSELL, Chairman,
J. R. KEY
L. K. TUCKER,
JOHN BARNES,
JOS. H. BROWN.

'Hon. W. M. Holloway, Chairman,

Sir:—We your committee on Miscellaneous Resolutions, beg leave to submit the following:

Resolved, That our heartfelt thanks are hereby extended to the citizens of Tallahassee, to State Supt. W. M. Holloway, M. C. McIntosh, Miss Clem Hampton, Gen.

A. W. Gilchrist, and others for the uniform hospitality and courtesies extended to this body collectively and individuallly. We also extend thanks to the pastor of the Baptist Church for the use of the building for our meetings, as well as those who furnished the splendid addresses and musical entertainments at the capitol on Tuesday evening.

We also extend our thanks to the House of Representatives for the use of their hall on Tuesday evening, and also the State College for the kind invitation extended to this convention and for other courtesies.

Respectfully submitted,

(Signed) T. H. OWENS, Chairman,
R. E. HALL,
G. F. TUCKER,
J. H. GIRARDEAU,
G. W. TEDDER.

Dr. Murphree, President of the State College, moved that the Times-Union and local papers be asked to publish the proceedings and resolutions of this Convention. Motion carried.

State Superintendent W. M. Holloway in very pleasing and appropriate words thanked the County Superintendents and other school officers for their attendance and most hearty co-operation, and expressed his regrets that all County Superintendents and Board members could not be with us.

R. L. TURNER,
Secretary.

"Tallahassee, Fla., Jan. 9, 1906.

To the County Boards of Public Instruction:

Under Paragraph 2 of Section 46, Page 19, of the Digest of the School Laws of the State of Florida, "Duties and Powers of the State Supt. of Pub. Inst.," which reads as follows: "To call conventions of County Superintendents of Public Instruction, and other officers, for obtaining and imparting information on the practical workings of the school system, and the means of promoting its efficiency and usefulness," I have decided to hold the Annual Convention of County Superintendents in connection with the Department of Superintendence of the National Educational Association, which will hold its next Annual

Meeting in Louisville, Ky., February 27th, 28th, and March 1st, 1906.

It has heretofore been the custom of nearly all of the County Boards of Public Instruction to defray the necessary expenses of the County Superintendents while in attendance upon these conventions. I wish to strongly endorse such action upon the part of the County Boards, and to recommend a continuance of the same, as it tends to improve the efficiency and usefulness of the County Superintendents in a way that the expenditure of an equal amount of money in no other manner could accomplish. The attendance of the County Superintendents of Florida upon the sessions of the Department of Superintendence at Louisville will, in many instances, cost less than the attendance upon the Annual Convention of County Superintendents in this State. We have been unable heretofore to secure reduced rates for these conventions, because it is impossible to guarantee an attendance of fifty persons, but in order to secure a large attendance upon the convention in Louisville, all railroads south of the Potomac and Ohio rivers and east of the Mississippi river have granted a rate of one fare plus 25 cents for the round trip. The cost of board while in attendance upon this convention in Louisville will not be any more than if the convention were being held in Florida.

No County Board of Public Instruction desirous of keeping abreast with the best educational thought of the age can afford to have its Superintendent remain at home when the expenditure of so small an amount of money will cause him to attend this great convention, and thus to be brought in contact with the best educators of the world. I hope to meet in Louisville, on February 27th, all of the County Superintendents and as many of the members of the Boards of Public Instruction as can possibly attend.

Arrangements are being made to have you accompany me in a body to Louisville. Information as to details will be furnished you later.

Before the February meeting of the County Boards of Public Instruction, Secretary Irwin Shepard of Winona, Minn., will have furnished each County Superintendent

and Board Member with a program of the Louisville meeting. Respectfullly,

W. M. HOLLOWAY,
State Supt. Pub. Inst."

"Tallahassee, Feb. 12, 1906.

To the County Superintendents and Boards of Public Instruction:

In my letter addressed to you on the 9th ultimo, I said arrangements were being made to have you accompany me in a body to Louisville to attend the Annual Convention of County Superintendents in connection with the Annual Meeting of the Department of Superintendence of the National Educational Association February 27th, 28th and March 1st, 1906.

I take pleasure in announcing that on February 25th, at 7:45 p. m., we will leave Jacksonville for Louisville via the Southern Railway. A special through Pullman car will be provided for our comfort—dining car attached, service a la carte.

By leaving Jacksonville on the evening of the 25th, we will arrive at Louisville on Monday, the 26th, at 8:00 p. m., in time to get rested and attend the first meeting of the Convention Tuesday morning, the 27th, at 9:00 o'clock.

I think we shall have a good delegation to Louisville, as I am daily receiving letters in regard to the trip

Aside from the educational benefits to be derived from attending this meeting, there will be an opportunity given to visit Mammoth Cave at an extremely low rate, and other places of interest.

Remember a rate of one first class fare plus 25 cents for the round trip will be given from every point in the State. Rate from Jacksonville will be $20.40. Be sure to purchase your tickets via SOUTHERN RAILWAY out of Jacksonville in order that you may join the party in the special Pullman.

The program sent you by Dr. Shepard gives details as to hotels and boarding houses.

Any further information will be gladly furnished.

Hoping to have you all join me in this trip,

Yours very truly,
W. M. HOLLOWAY,
State Superintendent Public Instruction."

LOUISVILLE—SPECIAL PROCEEDINGS OF FLORIDA SCHOOL SUPERINTENDENTS AT THE RECENT SESSION.

At the late National Educational meeting in Louisville, Ky., where Florida was more largely represented than any other State, the following special proceedings in which the people of our State will feel an interest, were had on March 2:

State Superintendent Holloway called the meeting of County Superintendents of Florida to order at 2 p. m. in the parlors of the Willard Hotel. On calling the roll the following responded: State Superintendent W. M. Holloway, Tallahassee; County Superintendents J. R. Walker, Brevard; G. F. Tucker, Calhoun; R. L. Turner, Citrus; T. H. Owens, Columbia; R. E. Hall, Dade; J. H. Brown, DeSoto; H. H. Palmer, Duval; A. M. C. Russell, Hernando; W. B. Dickinson, Hillsborough; C. A. Fulford, Holmes; N. B. Gilbert, Jefferson; W. R. Fletcher, Lafayette; J. C. Compton, Lake; E. B. Eppes, Leon; G. W. Tedder, Madison; W. D. Carn, Marion; W. J. Sears, Osceola; John Barnes, Pasco; S. S. Niblack, Polk; W. S. M. Pinkham, St. Johns; C. P. Platts, St. Lucie; J. A. Jones, Sumter; J. E. Wood, Suwanneè; and A. E. Morgan, Taylor. Board members: M. J. Howell and B. J. Courtney, Taylor; J. S. Grantham, Marion; J. J. Altman, Polk; J. W. McClung, Supt. City Schools, Tampa; R. M. Ray, Principal Plant City High School; Miss Clem Hampton, State Dept. of Education, Tallahassee; Mrs. S. S. Sibley, Jacksonville; Geo. R. Walker, Titusville, mascotte, youngest educator present

Upon motion of Supt. Russell, R. L. Turner was elected Secretary.

Upon motion of Supt. Wood, W. J. Sears was elected Assistant Secretary

Supt. J. C. Compton touchingly referred to the death of the late Supt. J. H. Girardeau, of Jefferson, and moved the chair appoint a committee of three to draft suitable resolutions concerning the same, and that a copy of said resolutions be published in the Monticello Constitution, and that a copy be furnished his family, and that State Supt. W. M. Holloway embody said resolution in his next bi-ennial report.

The committee then reported the following resolutions which were unanimously adopted:

"Whereas, It has pleased our Heavenly Father in his wisdom to remove from our midst by death, our beloved fellow-superintendent, J. H. Girardeau, of Jefferson County,

Therefore, be it Resolved, That by his death the State has sustained an irreparable loss in one of its best and foremost educators;

That the Superintendents' Association has lost a most efficient co-worker, adviser and friend;

That we, as a body of Superintendents, extend our sincere sympathy to his family, relatives and friends.

Resolved further, That copies of these resolutions be sent to Mrs. Girardeau and to the Monticello and Jacksonville papers.

Respectfully submitted,
J. C. COMPTON,
J. E. WOOD,
W. S. M. PINKHAM."

Supt. A. M. C. Russell spoke affectionately of the official life and work of Supt. Girardeau. Supt. N. B. Gilbert, his successor, also spoke in the highest terms of his home life and educational work.

Supt. Russell moved that a vote of thanks be returned to Miss Clem Hampton for the valued and much appreciated assistance she rendered in arranging for and in making our trip both pleasant and interesting. Through her able management nothing necessary was omitted. Same was unanimously adopted.

The following resolution was offered by Supt. A. M. C. Russell, of Hernando:

"Resolved, That the County Boards of Public Instruction be requested to employ no teacher who has entered into contract with any other county during the existence of said contract without the consent of said Board with whom said teacher has entered into contract. That the Superintendents, in body assembled, agree to endorse said resolution and abide by same.

Resolved further, that the papers of Florida be requested to publish these resolutions."

Supt. J. E. Wood offered the following:

"Resolved, That the thanks of the County Superintendents be extended to State Supt. W. M. Holloway for calling this convention at this time and place, and for the

able and impartial manner in which he presided." Carried unanimously.

Motion prevailed that the Florida press be requested to publish these proceedings.

A vote of thanks was extended to the people of Louisville for the pleasant time they have given us from "Sunny Florida" while in "My Old Kentucky Home."

W. M. HOLLOWAY, Chairman.
R. L. TURNER, Secretary.
W. J. SEARS, Asst. Secretary.

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